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ABSTRACT

A project to develop a field-based, competency-based training program for community development practitioners was undertaken in the Central Coast Region of California. Competency objectives were identified from a literature review of community development practice and information obtained from field practitioners and community members. Four dimensions of the training program curriculum concern conceptual understanding, skill development, experiential learning, and reflective considerations on which to base professional actions. The curriculum also addresses career and personal objectives. A model for the adoption and implementation of the curriculum is outlined. Operation of the training program involves eight stages: recruitment and assessment, screening, orientation, apprenticeship, career training, internship, placement, and evaluations. The trainee evaluation process is described and a sample rating scale and rating form are included. An overview and evaluation of the implementation of the project are presented. Appendices include a curriculum outline, learning module schematic, selection committee evaluation form analysis, and information about workshops. (SW)

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FINAL REPORT

Community Development Education: A Field-Based Approach

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HE010 491

Central Coast Counties
Development Corporation

June 1976

FINAL REPORT

COMMUNITY DEVELOPMENT EDUCATION:

A FIELD-BASED APPROACH

C.P. ZACHARIADIS
PROJECT DIRECTOR

The project reported herein was conducted pursuant to a grant with the Fund for the Improvement of Postsecondary Education and the Office of the Assistant Secretary for Planning and Evaluation, Department of Health Education and Welfare. The opinions stated in this report do not necessarily represent official positions or policies of the Fund or the Department.

CENTRAL COAST COUNTIES
DEVELOPMENT CORPORATION

APTOS, CALIFORNIA

JUNE 1976

PREFACE

This project was conceived because of a need for trained practitioners in community development. It rapidly became a major statement of corporate philosophy and approach to education. No effort at describing the process can capture the real meaning of the effort on the individual participants, the Corporation, or the community. Indeed, the power of the program is not reflected in the curriculum or anything written about it. It exists in the ways the participants changed and grew, in the commitments abandoned and reaffirmed, in the skills and knowledge learned, tested and relearned, in the changes brought about in individual attitudes and collective assumptions, in the development that took place in the community.

Considerable time was spent in planning the project. We soon found out that even our best plans had to be changed, planned activities abandoned, and schedules re-arranged. In an active organization such as CCCDC, too much planning, especially of a program that was secondary to the developmental effort, would tend to hinder the effort and impose artificial demands. We soon found out that we could get the most out of the organization and maximize learning when we permitted learning to take place at those times and places where the opportunities arose, often completely unanticipated. Our role was then one of facilitating a rich environment of learning opportunities and assuring that consolidation of learning toward the attainment of desired competencies took place.

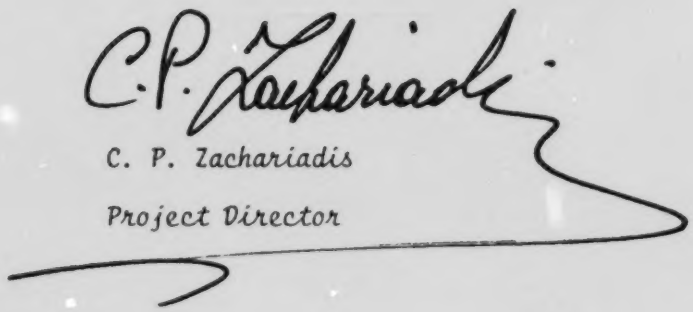
A consequence of this approach was that the program appeared to have no structure. While some elements of the anxiety caused by this may be

traced to the newness of the approach, a number of legitimate concerns were obvious. Clearly, the approach had not matured, and it did not mature by the conclusion of the project. We feel, however, that its promise was adequately demonstrated.

A great many people contributed to this project. The trainees/interns whose lives were affected directly by our testing of the program accepted our faults with patience and with grace. Their participation and support for the program remained unwavering through very anxious and difficult times. The CCCDC staff and Board of Directors offered continuous support with a calm acceptance of the program's needs and a strong commitment to its successful implementation. Numerous community members lent their support to the program serving variously as participants, speakers, or teachers.

Finally, this project would never have been initiated at this level had it not been for the support received from two agencies of the Federal Government, and particularly individual officers of these agencies with the vision to lend their support to our unorthodox, but promising project. The Fund for the Improvement of Postsecondary Education provided support for the administration and all operations of the program. The Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, provided stipends for the trainee/interns. Rene F. Cardenas of the Fund stayed close to the project and offered us valuable criticism and insights from his own experience in such programs. Tom Purvis of the Office of the Regional Director (HEW) and Bill Prosser of the Office of the Assistant Secretary provided us with advice and support whenever it was needed.

The fact that the program is in expanded operation in three new California counties with strong support from the state of California, is one measure of its success. These individuals deserve much of the credit.



C. P. Zachariadis

Project Director

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HISTORICAL BACKGROUND

Central Coast Counties Development Corporation (CCCDC) is a non-profit organization with a charter purpose of comprehensive development in the rural tri-county area comprising California's Central Coast: Santa Cruz, San Benito and Monterey counties.[1] It is located in Aptos, Santa Cruz County. As a community development corporation, CCCDC views its role as one of service to the community with an emphasis on the creation and successful implementation of specific economic development projects which can serve as a vehicle towards comprehensive rural development. Since its establishment in 1969, CCCDC has moved rapidly toward the implementation of projects that will provide the basis of comprehensive development models in rural areas.

The issues that have made rural development a major national need are abundantly present in the Central Coast Region. Socio-economic poverty, particularly among farmworkers and minorities, is high. The small enterprises, manufacturing and service-oriented business are not enough to make a sufficient impact to significantly alter the unemployment situation. Population centers, such as Salinas, are growing beyond the capability of the community to provide services. This problem is compounded by the relocation in rural areas of the more wealthy commuter to urban jobs, who contributes to the drain of resources. Land values and house prices

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[1]By the time this project was completed, CCCDC expanded its activities into statewide and multistate projects.

are soaring, making it even more difficult for the less wealthy to find suitable shelter. Federal housing money is often accompanied by guidelines that are too rigid and specifications that are often obsolete in the face of rising land values and the cost of living.

Policies which have governed rural development have not solved rural problems. Instead, they have contributed to the further deterioration of social, economic and environmental systems. A fundamental reason for this is the application of corrective rather than preventive policies, which are often too inadequate or too late. Another major factor contributing to the failure of rural development policies is that they are primarily non-participatory, that is, most decision-making does not benefit from input from that segment of the population most desperately in need of effective policy-making and programming. Of major importance in this regard is the process of resource allocation. It is generally those with the higher levels of income, education, technological, political, social and cultural awareness that are most able to tap the resources being allocated and utilize them to their best advantage. Even when resources are specifically allocated to benefit the poor, their manipulation by those most able produces a heavy drain off of these resources so that when they reach the lower social strata there is precious little remaining for their use and benefit.

CCCDC has made a uniquely successful effort to reverse this "trickle-down" process by initiating resource allocation at the lower rather than top echelons of the community. It has been

able to affect direct participation on the lower social strata through an intensive, deliberate effort that forced decision-making and made need identification possible in a manner that led to specific project design and implementation. Cooperativa Campesina, an agricultural cooperative model in Watsonville (Santa Cruz County), which constitutes Phase I of the CCCDC strategy for rural development, is a good example of this process.[2]

If rural development is the goal, successful integration of community institutions is imperative. Economic development, indispensable in itself, must be accompanied by social, educational, technological, political and cultural development, each of which is an essential ingredient if the process is to be effectively sustained. This type of integration is extremely complicated but necessary, difficult, but possible. It requires the simultaneous restructuring of various institutions, and the development of new social roles, coupled with an awareness of what the present is and a vision of what the future can be. It requires individuals who are not only skilled and knowledgeable, but also able to act, change and create with a sense of deep commitment to the process and their community. These factors were present in all stages of development of Cooperativa Campesina.

As the lessons of this initial effort were applied to the

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[2]Cooperativa Campesina is a 31-family cooperative operated by former farmworker and established with assistance from CCCDC. Within four years, family incomes rose from under $4,000 to an average of $17,000 and the cooperative has developed equity exceeding $1 million.

Corporation's second, more ambitious project, the Agri-Park[3], it became apparent that replication of such achievements was highly dependent on the calibre of the support staff. A comprehensive approach to the development requires generalist practitioners, individuals who can synthesize appropriate disciplines and conceptualize, design and implement integrated programs of community development. Despite extensive recruitment efforts, CCCDC was unable to identify such individuals. At the same time, preliminary contacts made with academic institutions failed to identify appropriate training programs. The alternative was to embark on an extensive staff development program that consumed away important resources from the development effort.

Rural development is like a living system, constantly changing, constantly evolving. It is a process that demands of the participants great role flexibility and adaptability. Often, as in CCCDC's projects, it may demand the abandonment of old habits and the creation of new ways of doing things, the development of new realtionships and the adoption of new commitments. Expert learner, leader or follower are roles that may be determined more by a particular situation, a specific experience or a certain ability than by any individually acquired status. In such a process it is not unlikely that long-accepted norms will be disturbed and new social rules will have to be created. It is a highly stressful but necessary process, if personal and community growth

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[3]The Agri-Park is a 112-acre farm in Salinas. It serves as a training site for agricultural production and cooperative development. It includes two acres of greenhouses which provide highly skilled training and year-round employment.

is to take place.

Given such a process it is not surprising that community development efforts have difficulty in recruiting personnel that can provide the combination of expertise, personality and outlook congruent with the community's expectations. In most cases, personnel are recruited on the basis of past experience, professional qualifications and promise. They then have to undergo a period of orientation and learning during which they try to adjust to some comfortable professional role consistent with community expectations and the process of local development. For many, this adjustment is difficult for a variety of reasons: assumptions about the developmental process and the realities of community development may prove irreconcilable; strong identification with groups outside the community may reinforce the feeling of being an outsider and prevent needed commitment to the community; professional training may have been such as to make one's perceived status in the community too inflexible to permit genuine participation in the process; training apart from the community may have led to the development of preconceived ideas about what needs to done leading to further role inflexibility.

These factors need not render the practitioner ineffective, at least not once he has attained a good understanding of the community and developed a certain degree of solidarity with it. Unfortunately, in many cases this process is too long and too wasteful of community resources. Indeed, the prospect of a community having to allow lengthy orientation and adjustment periods

for its hired experts is one that no other private or public institutions would tolerate. Even worse, is the prospect of the practitioner who is not able to adjust to a comfortable professional role that can provide him with a sense of security and self-worth. He may then fall back on the security of his expertise, adopting the role of a consultant who attempts to take control of the process, expounding his theories and models and, in the case of failure, leaves the community blaming them for being unable to comprehend or do what is best for them. Equally destructive is the situation of a practitioner who, insecure of his position, abdicates all personal responsibility for giving any direction to the developmental process even within a democratic framework. Avoiding thus overt actions that may be interpreted as autocratic, he hides behind the role of a non-directive facilitator of the developmental process while he robs the community of valuable contributions that may assist its development. It is a consequence of the particular needs of developing communities that needed expertise in most cases must provide, beyond skills and competencies, role flexibility, an intuitive understanding of the community, and deep commitment and personal involvement in its development.

Obviously, these are not qualities that can be taught in our educational institutions; nor can they be developed in a setting removed from the process of community development. Yet, in the last few years, an increasing number of training programs

have been initiated primarily among institutions of higher education.[4] These programs are almost uniformly developing on the basis of standard curricula and methodology. In general, they emphasize interdisciplinary classroom work as the major training instrument prior to a career in the field. Some training in selected skills and some field experience at a site usually separated from the institution, complete the degree requirements. This trend shows no sign of changing. A proposal by the University of California, Davis, faculty for "A Comprehensive Teaching Program in Community Development" (Lane, 1973)[5], calls for only three units of field work out of a possible 30-36 required for the Masters of Science degree in Community Development. Nine units are devoted to core courses dealing with Community Studies while as many as twenty units can be used by selecting among seventy-five standard courses from twenty-three departments ranging from Agricultural Economics to Wildlife Ecology.

It was with this background that in late 1972 CCCDC decided to apply for a grant to research and design a training program in community development utilizing a competency-based, field or-

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[4]The Directory of Community Development Education and Training Programs Throughout the World (University of Missouri-Columbia, 1973) lists 30 programs leading to an advance degree. In addition, there are 13 undergraduate programs, 14 diploma, certificate or associate degree programs, and 15 short-term training programs. Three more graduate programs are also being planned. This compares to a total of 30 programs at all levels listed in the 1969 edition of the Directory.

[5]Lane, S. "A Comprehensive Teaching Program in Community Development." Paper presented at the meeting of the Community and Human Resource Development Committee of the Western Agricultural Economic Research Council at Big Bay, Montana, November 2, 1973.

iented approach to learning[6]. That project completed in 1974, produced:

- an analysis of existing curricula in community development training,
- the development of a curriculum design in community development training,
- contacts with colleges and universities for the purpose of generating joint projects in training, research and resource utilization,
- an assessment of the extent to which community development needs could be met through the proposed community development training program design,
- some research on the processes and products of the delivery system of resources and services to rural communities

As a result of this project, a grant was negotiated with the Fund for the Improvement of Postsecondary Education to support the development of a field-based, competency-based training program for community development practitioners. This project is the subject of this report. It was initiated in the summer of 1974. At the conclusion of the FIPSE support in the summer of 1976, CCCDC was able to continue and expand the project through a $409,198 grant from the California Employment Development Department.

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[6]This project was funded by the Office of Economic Opportunity and consequently transferred to the Office of Planning and Evaluation of the Department of Health, Education & Welfare.

PROJECT DESCRIPTION

Five short-term and three-long term objectives were identified at the initiation of this project. The former involved primarily the development and testing of a competency-based, field-based training program for a diverse group of participants. The latter involved the adoption of such a program in more traditional settings (institutions of higher education).

Specifically, short-term objectives included:

1. The identification and formulation of competency objectives for training in community development.
2. The design and implementation of learning processes which will lead to the attainment of specific competencies required of community development professionals.
3. The integration of classroom or laboratory educational experiences with professional action.
4. The establishment of procedures for the concurrent participation of interns with widely different academic backgrounds in a competency-based training program.
5. The establishment of an evaluation procedure on the basis of competencies broadly defined to include, in addition to skills and knowledge, personal characteristics affecting the professional role.

Long term objectives were:

1. The establishment of a replicable model for competency-based learning, and the adoption of the model by institutions of higher education.

2. The establishment of clearly delineated procedures for collaboration between community groups and institutions of higher education in the development of training programs, and the adoption of such procedures in other settings.
3. The adoption of the learning approaches developed in this program by participating institutions of higher education.

The project, as negotiated with FIPSE provided for two-year support instead of the originally requested three-year effort. Consequently the scope of the project was limited, particularly to the extent that expected products could be tested and refined. The description of the project which follows will be segregated into three phases: 1) Phase I which will reflect activities aimed at short-term objective #1; 2) Phase II which will reflect activities aimed at short-term objectives #2,3. and 4; 3) phase III which will reflect objective #5.

PHASE I

Identification and Formulation of Competency-Objectives

Early in the project a survey of the literature on community development practice was made to identify those personal skills and characteristics that were most closely identified with successful practitioners. These data were supplemented with surveys, questionnaires and interviews of field practitioners

and community people that had been participants in the development programs. The result of this process was a long list of desired competencies. Analysis of this list resulted in a set of twelve core competency objectives which were considered to be essential elements of the training program. They formed the basic structure on which the program was developed (Table I)

Obviously, mastery of each of these objectives is not essential to the success of an individual as a community development practitioner. It was felt, however, that certain minimal attainment of each of these competencies, and their consistent application in the field is essential to success.

In addition to the core competencies, competencies specific to particular jobs were developed. By necessity these were limited to the work opportunities available within the Corporation. This aspect of the program is described in more detail at a different section.

PHASE II

The Training Program

The training program is designed to 1) bring about certain specific and, to an acceptable degree, measurable outcomes and 2) to be adaptive and corrective, given the particular circumstances under which it is being applied. The curriculum was designed to provide four dimensions of learning, as follows.

TABLE 1

CORE COMPETENCY OBJECTIVES

A community development practitioner should be able to:

1. Identify and analyze the various community institutions (economic, social, technological, political, cultural) and their influence on the process of community development.
2. Identify and define the power forces in a given community and articulate the degree to which such forces can affect the attainment of specific objectives.
3. Recognize and effectively utilize resources that can contribute to the success of current planned programs.
4. Identify weaknesses in existing programs and conceptualize alternative programs that can be profitably utilized by the community.
5. Review and evaluate long term objectives on the basis of a holistic view of local needs and external conditions.
6. Understand the decision making process and provide management that will facilitate the successful implementation of agreed-upon programs and strategies without dominating the process.
7. Provide management and control of projects towards successful implementation.
8. Share and communicate information, concerns and feelings freely and openly.
9. Interact with others spontaneously; give, receive and integrate feedback and modify one's actions accordingly.
10. Reach decisions easily and accept reality with minimal distortions.
11. Demonstrate flexibility in roles that one can take, being able to work with or without an organizational structure.
12. Find activities that will maximize personal intrinsic growth patterns and work effectively with others to create group goals that will be actualizing for all.

The conceptual dimension aims at the development of an understanding of institutions, disciplines and forces that affect community development. It includes the academic type learnings one might receive in a number of liberal arts courses in colleges or universities such as psychological constructs, institutional dynamics, management concepts, etc., as well as important but more localized concepts such as the local agencies and power structures, local demographic data, etc. Those interns joining the program who come from an academic background may have sufficient knowledge of the broader theoretical constructs but invariably tended to lack experience and skills in their practical application. The community interns, on the other hand, came with considerable expertise on their own community, the local power structure, etc., but lacked a broader perspective of the issues.

The skill dimension aims at the acquisition of skills necessary for effective communication, comprehension and analysis, and the methodology of action research.

The experiential dimension aims at the attainment of exposure and experience in the practice of community development. It involves the transference of skills and concepts previously learned in the laboratory settings to real life and work experiences. Also included are the unique learnings available only in real, field oriented activities including learnings inherent in experiencing frustration, or in subverting one's own

Program Schematic - showing four dimensions of the program content and desired learner outcomes

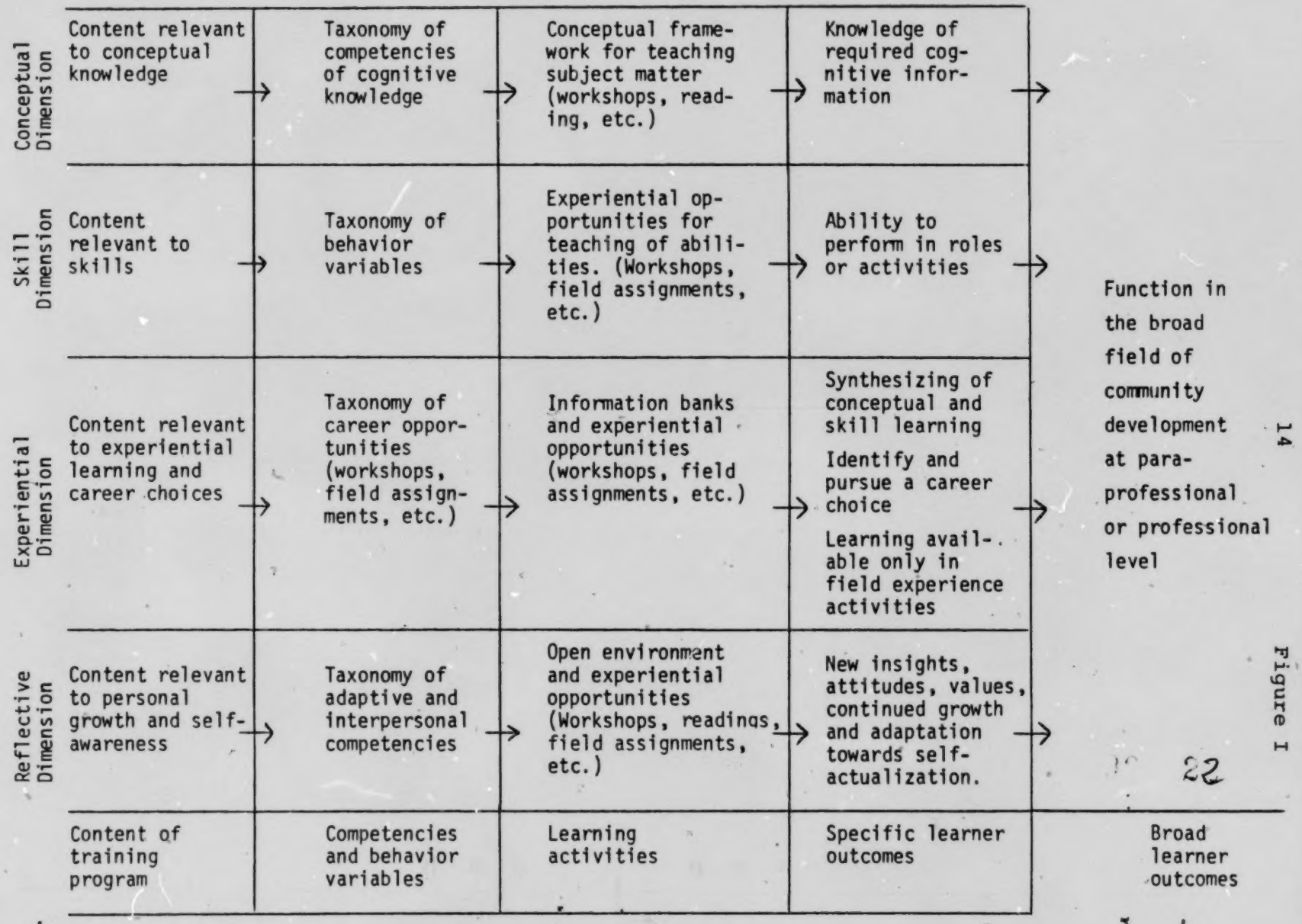

Conceptual Dimension
Content relevant to conceptual knowledge
Taxonomy of competencies of cognitive knowledge
Conceptual framework for teaching subject matter (workshops, reading, etc.)
Knowledge of required cognitive information
Skill Dimension
Content relevant to skills
Taxonomy of behavior variables
Experiential opportunities for teaching of abilities. (Workshops, field assignments, etc.)
Ability to perform in roles or activities
Experiential Dimension
Content relevant to experiential learning and career choices
Taxonomy of career opportunities (workshops, field assignments, etc.)
Information banks and experiential opportunities (workshops, field assignments, etc.)
Synthesizing of conceptual and skill learning
Identify and pursue a career choice
Learning available only in field experience activities
Reflective Dimension
Content relevant to personal growth and self-awareness
Taxonomy of adaptive and interpersonal competencies
Open environment and experiential opportunities (Workshops, readings, field assignments, etc.)
New insights, attitudes, values, continued growth and adaptation towards self-actualization.
Function in the broad field of community development at para-professional or professional level
Content of training program
Competencies and behavior variables
Learning activities
Specific learner outcomes
Broad learner outcomes

Figure I

ego involvement while working with an evolving community.

The reflective dimension aims at the development of an integrated theoretical, value and behavioral framework within which professional actions take meaning. It involves the internalization of the three previous categories, encompassing them for the purpose of motivating the personal growth and awareness of the trainee in perceiving his or her roles, values, attitudes and orientation as a part of an integral and evolving community with which he or she is involved (See figure I and appendix A).

The four components of the curriculum described above, do not show the full strength of the program unless they are superimposed, feeding one another the ingredients that each needs to become effective. Fieldwork is the core of the curriculum. It is here that theory takes form and skill training is refined. But it is the process of reflection that gives form to theory, clarifies the skills and thus makes fieldwork more meaningful and more effective as a learning experience in an evolving community development process. The strength of the program is derived from the constant interplay among these four components, each constantly feeding into each other and building up all areas of the intern's experience.

In addition to core objectives the curriculum addresses career objectives and personal objectives. Career objectives are determined under intensive counseling situations and relate primarily to the occupational aspirations of the trainee and are tied to the work assignment at any time. In the case of place-

ments within CCCDC, assignments included housing, cooperative development, agricultural training education, nutrition and job development. Personal objectives are determined by the trainee with some advice and guidance from project staff. They include personal aspirations such as: "I want to attain fluency in English", or "I want to test my leadership abilities".

Figure II shows an outline of the model adopted for implementation of the curriculum. The model provides for testing against the goals of the Corporation, those of the program, and those of the trainee; it addresses core, career and personal objectives; it integrates the conceptual, skill, experiential and reflective dimensions; and it provides effectiveness and achievement evaluation (see also figures III,IV and Appendix B).

Program Operation

There are eight stages to the operation of the training program: recruitment and assessment, screening, orientation, apprenticeship, career training, internship, placement and evaluation. These are described below (see figure V):

RECRUITMENT AND ASSESMENT - The selection of trainees is a crucial aspect of the whole program. It is only that individual with the appropriate mixture of background, experiences, constitution, interests and commitment that can profitably and successfully participate in this type of training program.

Recruitment took place through an informational campaign in community agencies, educational institutions, local groups, state and federal organizations; a series of visits and demonstrations of the program to appropriate audiences; the solici-

FIGURE II

Model Outline

1.0 Goals
- 1.1 Goals of Central Coast Counties Development Corporation
- 1.2 Goals of Internship Program
- 1.3 Goals of trainee

2.0 Objectives
- 2.1 Core Objectives
  - 2.1.1 Conceptual
  - 2.1.2 Skill
  - 2.1.3 Experiential
  - 2.1.4 Reflective
- 2.2 Career Objectives
- 2.3 Personal Objectives

3.0 Competencies - Cognitive, Affective, Physical
- 3.1 Conceptual
- 3.2 Skill
- 3.3 Personal Growth and Adjustment

4.0 Activities and Learning Programs
- 4.1 Workshops and Seminars
- 4.2 Field Experiences
- 4.3 Individual Research and Reading
- 4.4 College Classes

5.0 Criteria for Evaluation
- 5.1 Temporal
- 5.2 Qualitative
- 5.3 Quantitative

6.0 Evaluation
- 6.1 Criterion Task

  Staff Rating Peer Rating

  Self Rating Community Rating

Figure III

Objective Attainment System

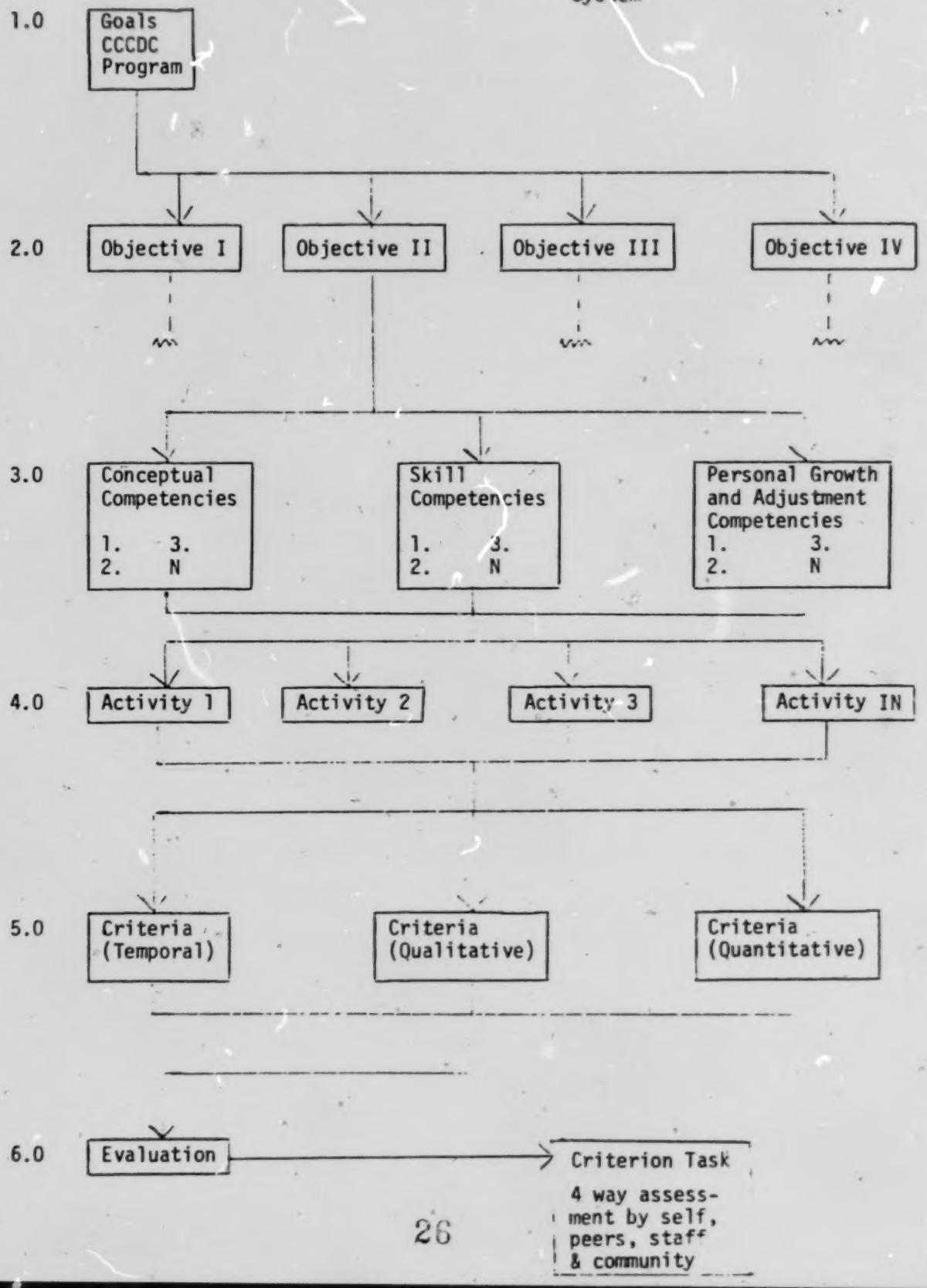
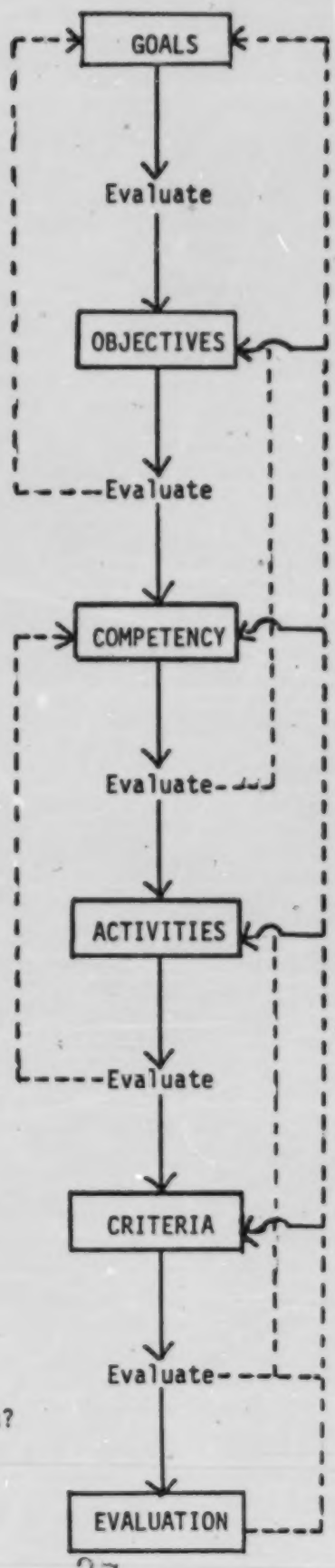


Figure IV



Formulate corporate and project goals. Seek consensus.

Review the goals of the Corporation and formulate goals for the project under consideration. Project goals must reflect corporate goals. Evalua on this basis

Do the goals reflect the ongoing operations of the corporation and of the project?

Write objectives in terms of the operations involved in their accomplishment. Define operationally.

Determine the appropriate objective for the project. Evaluate on the basis of corporate and project goals.

Will the accomplishment of all objectives lead to the accomplishment of corporate and project goals?

Determine those behaviors correlated to the accomplishment of the objective. Define operationally.

Determine corporate, staff and community competencies required for accomplishment of the objective. Evaluate individually in terms of objectives.

How will each competency relate to the accomplishment of specific objectives?

Design learning activities which will produce the desired behaviors and aid in transference.

Plan specific activities which will accomplish the goals and objectives. Evaluate in terms of specific objectives.

Do the activities include exercises which will effect the learning of all competencies on the list?

Stipulate temporal, quantitative and qualitative standards. Be specific but realistic in terms of capacities.

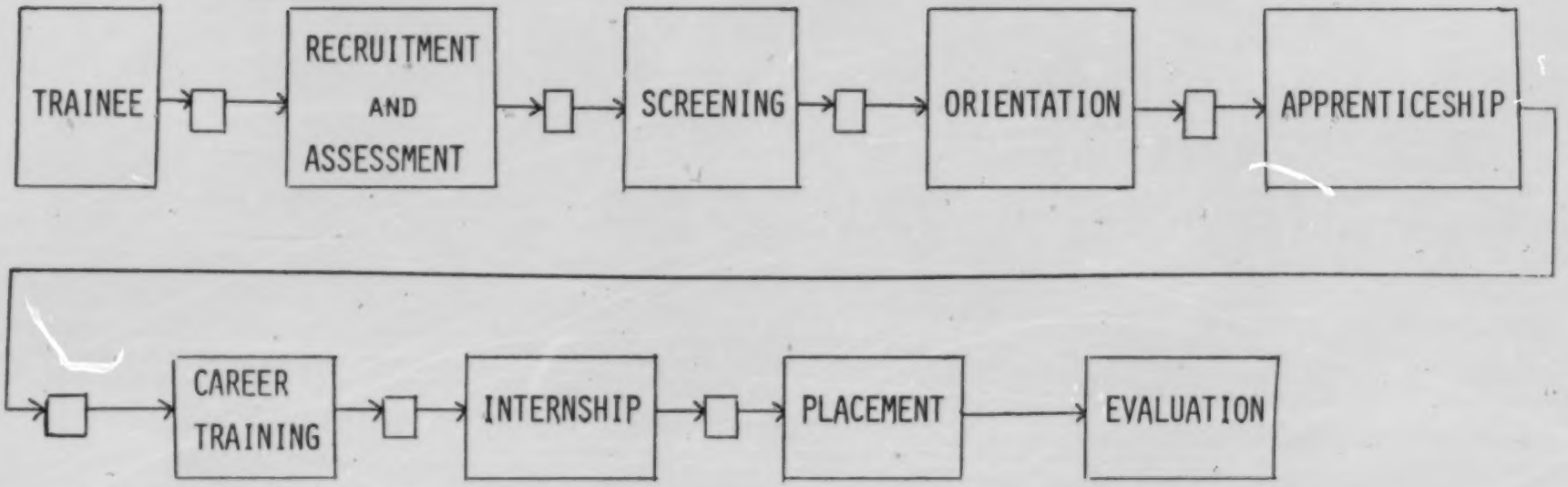
Specify temporal, quantitative and qualitative criteria for each activity. Evaluate in terms of objectives.

Do the criteria relate not only to the goals and objectives but also to capacity of staff and trainees?

Review objectives and criteria. Select evaluation tools with reference to objectives and criteria.

Develop interim and final evaluation techniques. Each assessment must relate to specific objectives and to broad goals of the project.

LEARNING MODULE DESIGN CURRICULUM DESIGN PLANNING DESIGN



→ CHOICE POINTS INVOLVING SELF-EVALUATION BY TRAINEE AND EVALUATION BY PEERS, SUPERVISORS AND COMMUNITY REPRESENTATIVES.

A CHOICE POINT ALWAYS INVOLVES THE OPTION OUT OF THE PROGRAM, OR ADVANCEMENT TO A PROFESSIONAL OR PARAPROFESSIONAL POSITION.

FIGURE V

tation of support from educators and officials in community agencies who might recommend suitable candidates.

Initial selection took place through application screening and an interview. Interested individuals were asked to submit an application giving information on their background, training, relevant life experiences, interest in the field, and their personal understanding and philosophy regarding community development. Applicants selected on the basis of the applications and recommendations of colleagues, supervisors, acquaintances, etc. were invited to a day-long interview at which time the program was described to them in detail, they visited fieldwork sites and engaged in a discussion about their objectives and how this particular program was appropriate to their objectives. At this point candidates were selected on the basis of the demonstrated readiness to join the program through appropriate background, training and demonstrated potential to learn from and contribute to the program and the process of community development itself. Another paremeter of equal importance in this selection process was the applicant's demonstrated attributes of flexibility, openness to experience, receptivity to change, empathy for the poverty population, a strong desire to become an active participant of the community development process, and a willingness to become accountable for his/her actions and contributions to the process.[7] These and other parameters were further tested

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[7]Appendix C shows the seven-part evaluation form utilized by the Selection Committee, the rankings given to selected trainees, and an analysis of the data.

in the following three-week intensive screening process. Every effort was made to assure that those involved in the initial selection as well as the screening process represented a cross-section of the community, local community organizations, community-development agencies, educators and CCCDC personnel. This grouping included supervisors, prospective employers, associates, as well as the indigenous population.

SCREENING - The three-week screening process served as a microcosm of the training program itself. Candidates were given a general orientation to the process of community development and some training in relevant skills. They engaged in intensive exploration of their overall career objectives: the relevance of the program to these objectives, their perceived roles as trainees and future community developers, the implicit assumptions and emphases of the training program, the expectations of the supervisors and other personnel, the realities of community living community work and community action. Every effort was made to identify any gaps between the perceptions of the idealistic applicants, who might be genuinely sincere in their desire to be involved in helping relationships in low-income communities, and the realities of living in such communities. This issue was confronted during the screening process. It was equally critical that there be a mutuality of understanding and interpersonal involvement between the prospective community developers and their peers, supervisors, teachers and the community. This was a time for the applicant to observe and be observed, to evaluate personal

motives, understand those of others, associates prospective teachers and supervisors, before a decision could be made to commit a year and a half of one's life to a rigorous process of total involvement as a team member, responsible to the community and accountable for one's actions. At the end of the screening period the applicant was evaluated by his/her supervisors, peers, community members and him/herself. Evaluation was based on criteria established and communicated to the applicants prior to the screening process. Once into the program, a learning/work contract was negotiated between the trainee and the corporation.

ORIENTATION - During the ten-week orientation period trainees attempted to attain the following objectives:

1. Clear understanding of the concepts of community, development and community development; ability to utilize the interdisciplinary approach in analyzing issues and concepts; ability to recognize those environmental factors that support or inhibit community development.
2. Strong familiarity with the community, its historical context, its current activity, planned projects, hopes, expectations, its people institutions, power forces.
3. Initiation of an on-going process of skill training as described earlier in the curriculum.
4. Acquitision of fieldwork experience through active volunteer work in projects directly related to community development. These were part-time projects but the trainee's contribution was expected to be real and measurable.

5. Initiation of an on-going process of reflection and evaluation as described earlier.

At the conclusion of the orientation period the trainee, with the assistance of advisors and associates, established a schedule of activities to be undertaken during the apprenticeship period.

APPRENTICESHIP - At this state of training, the trainee was expected to take an active part in the process of community development. An additional factor in trainee selection was their particular expertise in an area of relevance to the field. This area could determine the particular apprenticeship involvement. About three-quarters of the trainee's time was spent in the field, the rest of the time divided among further theoretical instruction, skill training and the process of reflection.

At the completion of the apprenticeship period a major choice point[8] is reached. At this point the trainee has five options: a) advancement to a professional position; b) advancement to a paraprofessional position; c) advancement to internship phase; d) advancement to career training, and 3) withdrawal from the program. Options a) and b) are for trainees who have demonstrated their readiness to undertake such positions. They represent situations where continuation in the training program would offer little in terms of new competency attainment.

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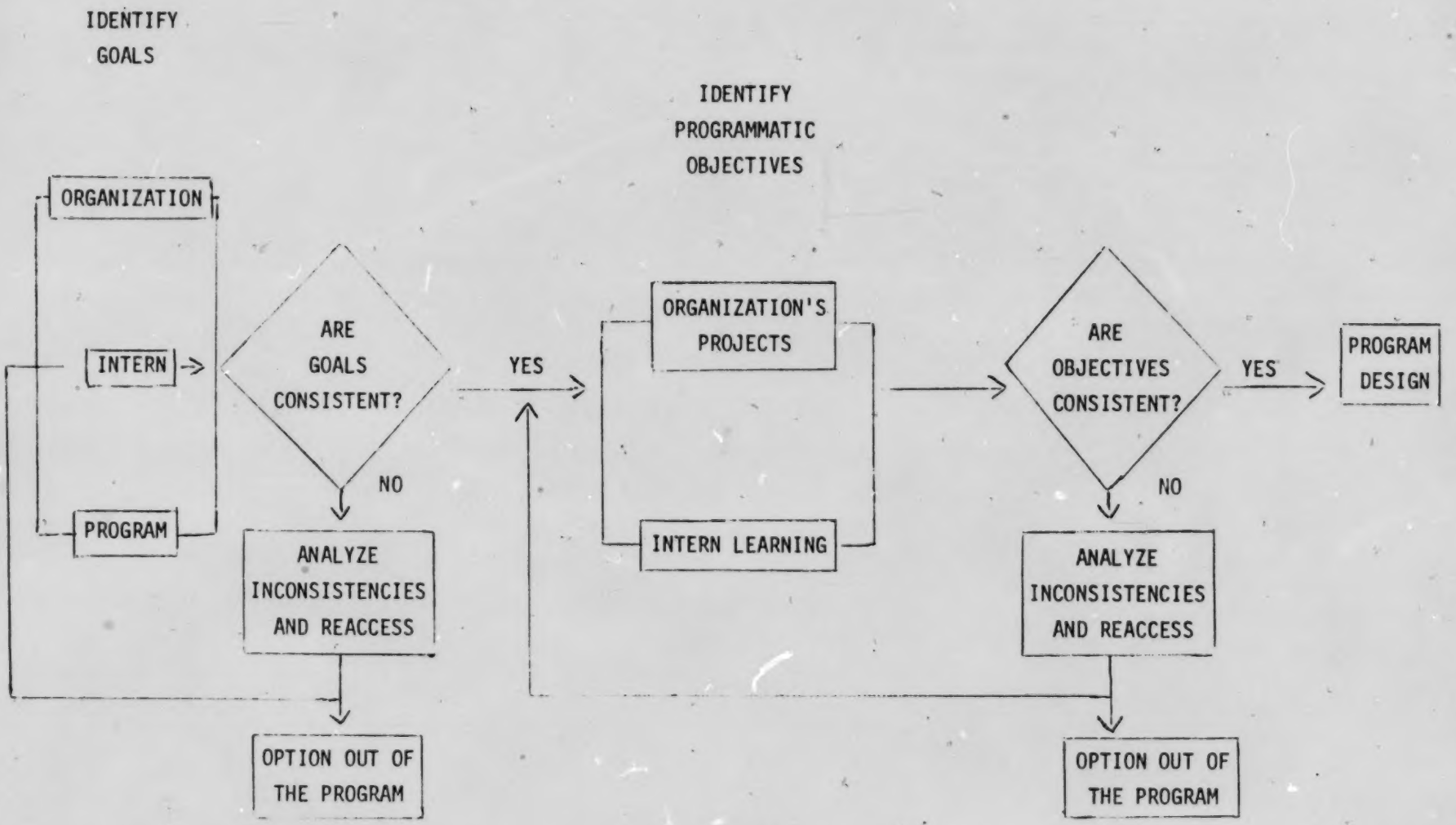
[8]Choice Points refer to intensive evaluation of trainee performance and professional promise through self-, peer-, and supervisor evaluations. In each case, a choice point offers an option out of the program, or advancement to another place (see figure III and VI).

INDIVIDUAL PROGRAM DESIGN

SCREENING PERIOD



24-A

Figure 6.

Option e), withdrawal from the program, is always an option when the program ceases to meet the expectations of the trainee or when the trainee fails to meet the requirements of the program. The remaining two options are discussed below.

CAREER TRAINING - This phase functions similarly to the apprenticeship phase, except that trainees selected a particular occupational concentration (e.g. resource development specialist, housing development specialist, etc). It could become a terminal phase of the program, or advancement to the Internship Phase might be recommended.

INTERNSHIP - During the internship phase of the program, trainees (now interns) worked as professional community developers, responsible directly to the community agency that employs them and its constituency. Although this is primarily a work-placement phase, close contacts with the training program were maintained. From that program trainees received more training in theory, skills and engaged in the process of reflection. At the same time, they were able to return to the security of familiar grounds where they received advice and support and were given the opportunity to explore their new responsibilities, and difficulties arising from their new roles and expectations of a new public and employers.

EVALUATION - Evaluation was an on-going activity throughout the duration of the program. It was a part of the process of reflection and accompanied every part of the training process from coursework and skill training to fieldwork. Evaluation was perceived as a helping tool determining individual and program

accomplishments and as providing a basis for further planning and action.

Interns, staff members and community members participated in the process of evaluation. Constant interaction was maintained with the interns who received continuous feedback on their performance. Self evaluation and individual consultation were another parameter of the process. Evaluation also utilized relevant rating scales, completion forms, activity logs and other questionnaires designed to determine how effectively the program and the trainees were moving toward attaining the goal set forth by the program (see below).

Final evaluation was intended to bring together all evaluation material, the intern's portfolios, and by engaging the participants in an over-all process of assessment of the program and the individual. During that time interns prepared a presentation of their work in whichever manner they deemed most appropriate.

An important aspect of this program was the relative emphasis given to the intern's personal growth in conjunction with his professional development. Beyond skills and knowledge, interns were expected to develop a personal ideology, a framework congruent with their individual value system as reflected in their attitudes, behavior, the extent of his contribution, professional work, and commitment toward a community and a process of development in which he is an actor. The full evaluation schema is described below.

PHASE III

Evaluation Process

In attempting to assess the total contribution of the program to the needs of the corporation and of the community, to the needs of the field of community development, and to the needs of the program participants, four questions dealing with the effectiveness and potential of the program and its participants were asked:

Question #1 - What are the strengths and weaknesses of the program as it is now operating? What improvements, adjustments or changes need to be made?

Question #2 - How effective is the program in meeting its objectives? Should it be continued as a major component of our objectives?

Question #3 - What are the professional strengths and weaknesses of each program participant? What learning experiences are needed to facilitate individual and group professional development?

Question #4 - What is the potential for and progress on the professional growth of each program participant? Should the individual continue his/her participation in the program?

These questions provided two areas of evaluation (program evaluation and personal evaluation) and served two purposes, namely: reflection and monitoring. More specifically, question #1 deals with program evaluation/reflection; question #2 with program evaluation/monitoring; question #3 with personal evaluation/

reflection; and question #4 with personal evaluation/monitoring. These will be described in more detail below.

Ideally, evaluation for reflection is primarily developmental without punitive overtones, i.e., it serves to provide individuals and the program with input necessary to explore their present state, make appropriate adjustments and design approaches for further growth and development.

Evaluation for monitoring is intended to monitor each individual's activities, his or her performance in the program, in the component, in professional involvement, in contribution and in growth. Similarly, program evaluation for monitoring deals with the program's effectiveness and it's worth to the Corporation and the community development process.

Reflection and monitoring were treated as separate processes, although some overlap occured. Below, each of the four types of evaluation are described (see figure VII).

1. Program Evaluation/Reflection

   Purpose: To provide the program with input necessary for its improvement and its growth into a full staff development effort.

   Process: Bi-monthly total program evaluations by all participants, trainees and staff. Format: Interviews and/or written statements.

2. Program Evaluation/Monitoring

   Purpose: To measure program effectiveness and its utility in the overall operations of the Corporation.

Problem	Type of Evaluation Required	Evaluation Tool	Frequency	Purpose
To ascertain strengths and weaknesses of the program as it is operating and what improvements, adjustments or changes are need.	Program Evaluation-Reflection	a) Interview and written statements b) Verbal feedback and written statements c) Field notes	a) Monthly b) After each activity c) As related	To provide input for staff improvement and growth
To ascertain effectiveness of program in it's objectives and if it should be continued	Program Evaluation-Monitoring	a) Staff meetings b) Interviews	a) Quarterly b) Monthly	To measure effectiveness and utility in operations of the corporation
To ascertain strengths and weaknesses of program participants and what learning experiences for individual and group professional growth	Personal Evaluation-Reflection	a) Field notes self ratings b) Peer ratings c) Supervisor ratings	a) Weekly b) Monthly c) Monthly	To develop professional profiles which will serve to generate learning objectives and professional growth
To ascertain potential for growth of each individual participant and if that individual should continue participation in the program	Personal Evaluation-Monitoring	a) Work program evaluation and interviews and ratings b) Field notes and self ratings	a) Bi-monthly and monthly b) Weekly	To determine participant compatability in orientation and involvement with program objectives

Evaluation Schematic - showing Evaluation Subsystems

Figure VII

Process: Quarterly evaluations. Format: Staff meetings and interviews.

3. Personal Evaluation/Reflection

Purpose: To develop individualized professional profiles which will serve to generate appropriate activities for learning (learning objectives) and professional growth. A series of profiles (developed at regular time intervals) will give a good picture of an individual's professional growth over time.

Process: a. Self-evaluations through field notes, ratings and unstructured responses. Format: field notes - weekly; others - quarterly.

b. Peer evaluations. Format: Meetings, ratings and unstructured responses (quarterly)

c. Supervisor evaluations. Format: Meetings, interviews, ratings and unstructured responses (monthly).

4. Personal Evaluation/Monitoring

Purpose: To determine the compatability of each participant's orientation, involvement with the program's objectives, and work demands at Central Coast Counties Development Corporation.

Process: a. Evaluation of work programs and products. Format: Planned and actual work schedules evaluated by component directors (bi-monthly); interviews (monthly).

b. Self-evaluation. Format: Field notes and self ratings (weekly).

Evaluation Tools - Several assessment or evaluation tools or techniques were emphasized such as interviews, written responses, staff meetings, field notes, planned and actual work schedules, ratings and unstructured remarks. Each serves to evaluate or monitor the program and the participants according to the four-part paradigm listed above.

Interviews - Interviews were conducted by the staff of the trainees and their component directors. This was generally a fairly informal, unstructured discussion of the work being done by the trainee, his or her progress in accomplishing objectives, questions of interest, commitment, etc.

Written Responses - Written responses refers to the occassional times a component director or trainee desires to communicate with the education component staff in a more formal manner than is otherwise available.

Staff Meetings - Staff meetings were component wide or corporation wide, and open discussion of the program or of a trainee occured at any time,

although such discussions were occasionally scheduled on the agenda to assure their occurance.

Field Notes - Field notes were completed by each trainee weekly and turned in to the education staff. Field notes were designed to assist the trainee in his or her own personal process of reflection, to describe insights, setbacks, frustrations and triumphs as they occured.

Work Schedules - Planned and actual work schedules were in a form filled out by each trainee indicating anticipated weekly activities and the actual activities performed during that week. These forms were handed in to the component director every two weeks. The component director assessed the activities, then the form was filed in the trainee's folder.

Remarks - Unstructured remarks refered to any statement that may be made at any time concerning the program or the participants.

Rating Scale - Finally, a rating scale was used modified from the DACUM model. (See Figure VIII) This was selected as a device which:

1. Is simple to apply to a wide variety of behaviors, roles activities or competencies.
2. Is readily understandable to any evaluator.

Figure VIII

RATING SCALE - IN THE FOLLOWING ROLE OR ACTIVITY: _____

_____

Trainee

Circle Appropriate Nr

	Can function in this role or activity with more than acceptable quality, with initiative and adaptability, and <u>can lead</u> or supervise others performing this role or activity.	10
		9
60-100 Professional Level	Can function in this role or activity with more than acceptable quality and with <u>initiative</u> and <u>adaptability</u> to special problem situations.	8
		7
40-80 Intern Level (para-professional level)	Can function in this role or activity <u>without</u> supervision or assistance <u>with more than acceptable quality</u>.	6
		5
	Can function in this role or activity satisfactorily but <u>requires periodic</u> supervision and/or assistance.	4
10-50 Apprentice Level		3
	Can function in this role or activity but <u>not without</u> constant supervision and sometimes assistance.	2
		1
Unacceptable	Cannot function in this role satisfactorily for participation in community development programs.	0

_____

Component

_____

Evaluator's name and title

3. Allows for the variety of aspirations mentioned above.

4. Shows appropriate growth in the acquisition of behaviors and competencies.

Beginning at rating level one, indicating inability to function in a particular role or activity, the scale progresses by even numbers to the most qualified and capable level, indicating not only the ability to perform with more than acceptable quality and without supervision but the ability to teach, lead and supervise others in the activity. The odd numbers were included to offer greater variation in assessment.

Between 0 and 10 is a gradual progression based on need for supervision and direction and ranging upwards to needing only periodic supervision, then to performing satisfactorily without supervision, then performing with initiative and adaptability, and finally to teaching and leading others. Both of the upper levels - the intern and the professional were viewed as possible termination levels. This allows the trainee at some point in the training process, to evaluate his or her own personal capacity, ability and interest and to set a realistic career level objective.

In order to differentiate the value of various ratings, an Involvement Factor (I.F.) was developed. The I.F. weighs the amount of involvement the evaluator has with the evaluatee. If the evaluator has no more than one involvement (contacts) with the trainee per month, the rating will be weighted one (1). If the evaluator has no more than one involvement per week, the

rating will be weighted two (2). If the evaluator has more than one involvement per week, the rating will be weighted three (3). The I.F. weighting (1,2, or 3) strengthens the rating (0 to 10) by the multiple of the weight, i.e. an I.F. of 3 is worth 3 I.F.'s of 1.

In a hypothetical evaluation, a trainee might be rated by 3 people on a particular competency. Evaluator A with an I.F. of 1 may rate the trainee 2. Evaluator B, with an I.F. of 2 may rate the trainee 6. Evaluator C, with an I.F. of 3 may rate the trainee 7. The trainee has an unweighted mean rating of 50, a weighted mean rating of 58 (mean ratings are multiplied by 10 for statistical purposes).

Rating Form — Figure IX

Trainee_____ Evaluator_____

Evaluation Check Sheet - Using the rating scale, evaluate the trainee in current performance and expected performance for each competency. Indicate involvement factor according to the chart. Multiply your current and anticipated rating by your involvement factor and enter total in the total column.

I.F. (Involvement Factor):

2 involvements with trainee permonth = 1
1 involvement with trainee per week = 2
3 or more involvements with trainee per week = 3

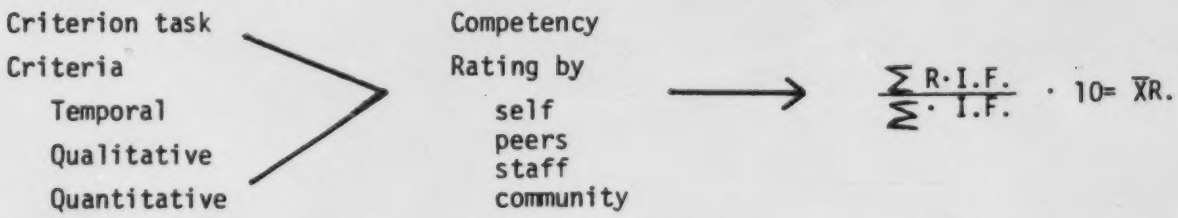
I.F.= [ ]

COMPETENCY	Current Performance	Expected Performance	TOTAL curr. . exp.
List of competencies to be rated			

Trainees were rated by themselves, the other trainees (peers), their component directors and other staff, and occasionally by community members. The trainee was always rated on a specific competency (see competency list in the Appendix B during or following the performance of a criterion task (described in each module). Trainees are made aware of the three criteria (temporal, qualitative and quantitative) and the criterion task early in the program so they will know all of the conditions of their evaluation for each learning module.

Rating System

Figure X



The sum of all ratings times the I.F. is divided by the sum of the I.F. and the quotient is multiplied by 10 to denote a mean rating from 0 to 100.

Core Learning Modules

The twelve core learning modules, as they have been developed to date, are shown in Appendix B . Needless to say, they are at this point experimental in their content and subject to revision as they are tested through their actual use.

Such items as criterion tasks and evaluation criteria are purely subjective and hypothetical, and will doubtless undergo considerable alteration and refinement. Competency list will also be defined and perhaps broadened. Specific learning activities, especially workshops and field assignments (see Appendix D) have already been tested but continue to be subject to change as the program continues.

PROJECT IMPLEMENTATION AND EVALUATION

During the two year period of the project, one-and-one-half cycles of the program were completed. Ten trainees were recruited for the first cycle of the program. Only nine participated in the screening period. Of those, seven continued with the program and two new trainees joined the program within the first few weeks of the orientation period. Of the nine participants of the program, five came with at least some college background, including two at the graduate level (one trainee had a masters degree). The remaining four participants had less than a 12th grade education, in one case no formal education at all. Age ranges were from 20 to 43 years. Five of the trainees were male and four female.

College educated trainees came with little or no background in community development, at least not in the setting practiced by CCCDC. The remaining interns were either established community leaders or community members with demonstrated potential in the field. Five of the interns were Chicanos and Chicanas from the immediate community. Of the remaining interns, all white, two had grown up in the community, the others had come into the community either to attend school or to participate in volunteer programs such as VISTA.

Support for the trainees was provided through a $30,000 stipend grant from the office of the Assistant Secretary for Planning and Evaluation, department of HEW. Trainees were

paid $400 per month with an additional $100 per month allowance for those with families. The stipend grant grew with the addition of work-study funds provided to interns that were able to qualify for the program. During the orientation/apprenticeship phases of the program, eight of the interns attended some institution of higher education.

The second cycle of the internship program developed in a similar manner. Because the award of stipend monies was for one year only, the ability of the program to support a larger number of trainees was curtailed. Only four new trainees were admitted to the second cycle. Part of their support was provided through CETA funds.

Early in the program it became apparent that the design was appropriate to the program's objectives. It became equally apparent, however, that the program was extremely ambitious in its objectives and very demanding on the trainees, the Corporation staff, and Corporation resources. The program attempted to provide structure and order in an environment that seemed to defy all such attempts through constantly changing needs and shifting priorities. At the same time, there was an obvious need for the program to encompass the needs and potential of a wide variety of people, provide them with a spectrum of learning, including career development, while remaining responsive to the priorities and expectations of the sponsoring organization and community.

In addition to these demands on the program, difficulties were encountered in the implementation of the educational di-

mension of the program. A key assumption behind the program was that CCCDC offered an ideal environment for learning and action including:

- a highly qualified, professional staff with a long track record of successful community development activities;
- classroom activities correlated to field learnings, both under the supervision of the above mentioned staff professionals;
- a philosophical framework involving the goals of community development activities which permeates all levels of learning and all of the actions of both staff and trainees;
- a curriculum designed to take full advantage of the uniqueness of the above.

In general these assumptions were proven to be accurate. The greatest difficulty was encountered with the expectation on CCCDC staff to play the dual roles of practitioner/supervisor and trainer. The program provided for too little orientation or training of supervisors. The period of implementation of the program also proved to be one of rigorous growth of the organization with increasing demands on the time of all staff, particularly those in key positions. Consequently, it became increasingly difficult to maintain the routine of the program and to assure that scheduled training sessions occured as planned. Nevertheless, after an initial period of frustration, a pattern of informality emerged and emphasis shifted from structured training to assessment of learning and development of learning experiences and processes on the basis of identified gaps.

The effects of this process on the interns was generally positive. Of the nine first-cycle interns six expressed strong satisfaction with the program as developed, two expressed satisfaction but would have liked more structured training, and one, the trainee with most college education, dropped out of the program before the end of the apprenticeship phase. In general, those trainees that were able to shed preconceived notions about education and learning (e.g. through intensive study and classroom work), were open to peer and co-worker influences (e.g. open to other perspectives and self-critical) and were able to integrate and coordinate plural perspectives in their relationships and work, tended to do best. Similarly, those interns that came into the program with strong commitment to service, who were able to integrate concepts with needed practical action, showed warmth, enthusiasm, sincerity, tolerance for ambiguity and constructive attitude, tended to fare best. The most successful interns also showed concreteness in their thinking coupled with a strong ability to be flexible in their thinking and the roles they were willing to undertake. Knowledge of the problems and methods tended to be a lesser factor to success, although ability to learn and recognize these issues rated high. The program provided an excellent testing ground for these elements.

At the conclusion of the first cycle of the program, two of the interns had obtained full-time employment with local community agencies other than CCCDC. Both identified the training program as directly responsible for their success in obtaining

these jobs. Two other interns continued on the staff of CCCDC, again a direct consequence of the program. Two additional interns who had worked together during the apprenticeship and internship periods, developed an independent project and generated the resources and funds to implement the project. This is the San Jerardo Housing Cooperative in Salinas now nationally recognized as the first farmworker project to break into never-before utilized Farmer's Home Administration resources for farmworker housing. Of the remaining three interns, one dropped out of the program as mentioned earlier. She entered graduate school seeking a doctorate in community development. A second was terminated during the apprenticeship phase due to poor performance. The last intern, at the conclusion of the program, took a few months off to tour South America. She returned to community work.

Following are samples of intern comments:

"When I became a part of CCCDC I was coming straight out of undergraduate school and was eager to experience the "real world". I saw an ad in the paper for jobs in Community Development Careers at Central Coast Counties Development Corporation. When I read the ad, I blocked out everything except for the word "community". Sounded like the "real world" to me. After blundering, red-faced, through an arduous interview with more members of CCCDC than I would wish on any layperson in the course of four hours, I found that I wasn't going to get by with just a vague, idealistic idea of the "community". I learned that CCCDC was almost as large and complex as the problems it dealt with, and that, indeed, I was entering a training program in community development careers. After a couple of months of confusion and mental fumbling with the concepts and nature of CCCDC, I began to shed my somewhat simplistic ideas about the community and the cures for social ills.

The "real world" became more than a huge amorphous mass of events and experiences which would supposedly barrage me once I left the peaceful, resort-like campus of UCSC. The "real world" was where one depended on him or herself to initiate and finish his or her own work. At CCCDC, one learned the skills that were necessary to carry through a project. For example, I could work on the cucumber manual from the preliminary stages of organizing materials and writing the sections to laying out the pages, helping with the photographic work and printing the pages. I was not an expert in any of these steps, and learned from practice and work with others.

For CCCDC, this type of learning and the actualization of the individual was the preliminary steps to the development of an autonomous community. Such a community could generate its own energy, food, housing, jobs and even government. During my training I rarely felt that I was an active part of this process of community self-determination. I learned the concepts, however, and had an opportunity to attend conferences and meetings that were educational. Perhaps I am better prepared for direct community work with a conceptual view of what should be, or perhaps, I was locking myself into the irresponsible world of words without action and grand ideas without practical application.....

Writing proposals was an extremely interesting learning experience and a useful skill for other jobs....After reading the Federal Register and using the terms from CCCDC's and other groups' proposals, I found myself "speaking liberal". "Liberal" is a language of euphemisms and cop-outs developed as a basis of understanding for constructing solutions to problems that are both too glaring and widespread, and too subtle and intricate for simplistic expression. I sometimes felt that even after losing much sleep to work on a proposal, I was still only recognizing the surfaces of poverty and its solution. Through proposal writing, however, I was forced to seriously consider alternative ways of tackling poverty. I would never start from scratch again.

Though I resisted it, filing and organizing material became a very important part of my learning. In spite of its implicit boring nature, filing was a way to familiarize with the endless categories and fields included in community development. I had an opportunty to read a broad range of material, though I never read as much as I could have. I also learned from the research part of this job including statistics for reports and proposals. In the course of accomplishing these jobs I was encouraged and motivated by the willingness of co-workers to share their ideas. There is a basic feeling at CCCDC that nothing, in terms of the community, is exclusive information. Better informed staff members convey the message that "what I know you should know".

As for my role as an intern, it was both a vulnerable and an invulnerable position. Vulnerable because we were always "there" to do the odds and ends that other people did not have time for. Invulnerable because we had the official position of students still naive and not quite responsible for our fumblings and confusion as a director or as a staff member with clients and projects to successfully carry through. Because CCCDC's work is continually growing to include new areas of community work, many of the staff felt that they too were like interns experiencing a continual learning process. For some this was a futile process where no touch-stones or plateaus of learning could be reached, and where no actual advancement could occur. Though I had a formal title of intern, I shared the same informal learning experience of the other staff members. Though I enjoyed the freedom of a structureless program, I often felt the restrictive powerlessness which resulted from a lack of direction. I never found a correct balance between my own initiative for directing myself, and my reliance on my supervisors for guidance.

After ten months at CCCDC, I am still uncertain about employment possibilities. My contacts and work here, however, are encouraging and have proven to me that I can do something besides write English papers. That is not to belittle my career in English literature. I feel that at this point I could pursue a career in literature in a much fuller manner. As a discipline, English is closely aligned with the core of human experience, though some of its professors and students may try to divorce its study from the human community. I hope that if I am deciding to go back to school, that study and academics will add to a sense of myself and a purposefulness through expression and thought that is truly translatable into action. I long for the intensity of meaningful study as well as experience. At this late date, I am still uncertain about how to direct either of them. At the same time I am more than ever hopeful and confident about the reconciliation of the humanities and the community, and study and practice."

"...The program has enabled me to gain new perspectives on community development as well as solidify my past experiences in community work.

The internship has put me into actual work experience situations that ultimately have been educational experiences. Through these work situations I have been able to observe the planning and implementation processes involved in rural development. Once familiar with these processes I was introduced to various working situations that forced me to apply some of the learnings that I had picked up.

Throughout the internship much attention has been given to

my educational and career development. I feel that a lot of assistance has been given to me by the staff at CCCDC in guiding me through career possibilities both within and outside of the organization."

"...What I have learned in the role of agricultural trainer over the past nine months was acquired primarily through on-the-job training and first hand experience in greenhouse management. It was also through the help and guidance of other members of the corporation, outside experts; i.e. University Farm Advisors, other growers, and salesmen. I have learned a great deal about working with groups from members of the cooperative, and from observing and talking with staff and interns within the corporation. I feel that I have learned most about techniques of training primarily through my own initiative in testing different methods.

The most significant learning experience I have had during the internship program was my opportuntiy to help manage the greenhouses while relying on self initiative and help from the corporation to learn, working daily with members of the cooperative and gaining insight into their needs and attitudes in order to better understand the community in general and the rural development process, and with carrying on a training program whereby I learned that training and community development can only be effectively designed within and during the development of specific programs and that all planning must meet the flexibility of the community and working circumstances.

I feel that I have partially reached several of my initial learning objectives, but have been limited in achieving any thoroughly because of time limitations and demands of work. I feel however, that they were particularly beneficial in helping me to consider carefully and focus my interests. They provided me substantive goals toward which I could direct my learning. The internship program helped me to meet my learning objectives by allowing me to acquire sufficient experience in my chosen field and adequate freedom to pursue my learning.

Supervisor evaluations of intern accomplishments and learning tended to reflect intern perceptions. Often supervisors identified a greater range of learning on the part of the interns than

the interns themselves. Nevertheless, there was remarkable consistency between supervisor and intern evaluations.

Program Success Indicators

1. Program participants generally gave the program strong positive ratings.
2. CCCDC staff and Board members generally gave the program strong positive ratings.
3. Community people who came into contact with the program, often through the work of interns in the field, gave the program strong positive ratings.
4. As the program became better known in the community, an increasing number of inquiries about the program were received, and interns in the program received a growing number of job offers.
5. Training methods developed in the program were successfully adapted to other settings, including the local community college and in CCCDC's agricultural training program.
6. Six accredited institutions of higher education, the University of California at Santa Cruz, Fresno State College, Lone Mountain College, Empire State College, Cabrillo College, and Hartnell College, gave academic and field experience credit to student participants in the program.
7. Seventy percent of program participants during the two year period of the project found successful placements in the

field of community development following completion of the program and credited these placements directly to the program.

8. A number of colleges and universities approached the Corporation and proposed the development of joint programs including training of academic staff in an effort to adapt the program to their setting.
9. The California Employment Development Department awarded CCCDC $408,198 to expand the program for a two year period in three new Balance-of-State Counties (Sutter, Colusa and Madera).
10. Insights developed from this program helped generate the process that led to the creation of the Clearinghouse for Community Based Free Standing Educational Institutions.

Program Failure Indicators

1. The program did not meet its long-term objective, namely, its adoption by established institutions of higher education. This became a minor objective of the program when the funding level was reduced from a three to a two year period. Nevertheless, some progress in that direction was made.
2. The curriculum has not been adequately refined to permit wide dessemination and use in settings other than those similar to the CCCDC environment.
3. The intensity of implementation of the program allowed for too little time to consolidate all insights of the effort,

and therefore reduced the magnitude of benefits from the project.

4. CCCDC has considered seriously the establishment of an educational institution on the basis of its work in this area. Though still in active consideration this plan has not been implemented

APPENDIX A

Curriculum Outline

APPENDIX A

Curriculum Outline

A. Theory

Purpose: Develop an understanding of institutions, disciplines and forces that affect community development.

Format: Lecture, seminar, conference, workshop, independent study.

Content: Concepts and the context of community development and related studies in relevant disciplines. Relativity of institutions, organizations, attitudes and behavior patterns to the cultural context, their susceptibility to examination and change.

Development as a process in individuals, group, organizations and the inter-relationships among them and evnironmental conditions; the utilization of such understanding in programs of planned development, innovation and change.

B. Skills

1. Basic Skills

Purpose: Acquisition of skills necessary for effective communication, comprehension and analysis, and the methodology of action research.

Format: Seminar, conference, workshop.

Content: Communication through written and oral expression as well as audio-visual technology; congruency between one's intent and impact of communicated thought and feeling; comprehension of descriptive and analytic material, techniques for using information retrieval systems and statistical information. Use of analytical techniques and basic research tools, and methodology to deal with abstractions, conceptualize problems and handle complicated and interrelated issues.

2. Interpretive Skills

Purpose: Development of the ability to critically examine and interpret problems from a global

APPENDIX A (CONT.)

perspective taking into account all factors that influence each issue.

Format: Seminar, conference, workshop.

Content: Concentrated examination of individual topics or problems from the point of view of every related discipline, separately or interdisciplinarily, creating thus a global perspecitve; in addition, the development of a systems orientation concerned with the interdependence, dynamic processes and performance of the total system, be it a person, group, organization or community, and its relations with the environment.

3. Organization Skills

Purpose: Acquisition of skills necessary in community organization, team building, participatory management, decision-making.

Format: Seminar, conference workshop.

Content: Formation and operation groups, task teams, institutions, bureaucracies. Techniques in organization, management, administration, group decision-making, team building. The role of the individual as a group member, and task team member, a leader, an observer. The invididual versus the organization. Evaluation of institutional practices and procedures, organizational machinery, policy-making procedures, power structures, political influence.

4. Problem-Solving Skills

Purpose: Development of problem-solving skills in areas ranging from conflict among individuals to community-wide problems cuased by external forces.

Format: Seminar, conference workshop.

APPENDIX A (CONT.)

Content: The development of open, non-manipulative data-oriented methods of problem-solving and conflict resolution. The nature of stress as its function in the process of development. Stress as conflict, stress as a problem, stress as health growth; examination of problem sources - individual, internal, external, avoidable, unavoidable - causes, manifestation, and their impact on the community and its development; techniques in needs assessment and conflict resolution; brainstorming techniques; use and mobilization of power forces in the community and in government; the process of institutional reform.

5. Interpersonal Skills

Purpose: Development of facilitative skills that can promote interpersonal and intergroup communication, improve understanding among individuals and groups, and create supportive environment that will enhance community growth.

Format: Seminar, conference, workshop.

Content: The dynamics of groups, the role of individuals, the environment, the leader; leadership styles, their appropriateness in various situations that may arise in the process of community development; directive versus non-directive leadership; role modeling as a leadership style. Understanding and accepting non-judgmentally and helping each person; viewing individuals as being becoming. Training in communication techniques, role-playing, socio-drama, values clarification, audio and video tape analysis, and the development of individual leadership abilities.

C. Fieldwork

Purpose: Attainment of exposure and experience in the practice of community development.

Format: Observation, apprenticeship, internship.

APPENDIX A (CONT.)

Content: First, observation and some participation in community activities developing an initial awareness of community needs and demands made of a community development professional. Second, direct participation in an apprentice capacity, in some community development activity selected for its significance to the community and its relevance to the trainee's personal interests. Third, an internship position, one of considerable professional responsibility in which the trainee is expected to make significant contribution to the process of community development.

D. Reflection

Purpose: Integration of the fieldwork, theoretical and skill training into a coherent whole. The development of an integrated theoretical, value and behavioral framework within which professional involvement and actions take meaning.

Format: Seminar, conference, workshop

Content: The reflection process falls into six categories:

1. Examination of the process: examination of theoretical assumptions and their congruency to the observed direction of community growth; evaluation of large-scale projects, group activities, individual efforts.

2. Personal exploration: evaluation of individual progress, contribution and relevance of the training program to private expectations, career objectives and personal growth; exploration of personal concerns, personal versus group objectives, relevance of short-term action to long-term personal goals.

3. Role exploration: exploration of assumed and expected roles, status conflicts and problems of assimilation; the development

APPENDIX A (CONT.)

of a professional role congruent with personal attitudes and behavior.

4. Values clarification: the clarification of values regarding the trainee's career goals, view of the local culture, the meaning and process of community development, the process of interpersonal interaction, the demands for commitment and contributions to the profession; the elaboration of personal and professional ethics and values.

5. Interpersonal climate: the development of a climate of authenticity, openness, acceptance, warmth, cooperation, recognition of self and others as whole human beings, significant in their own right, each in a process of growth and development and each with a potential for becoming a well-integrated, mature, competent person and professional.

6. Personal growth: the development of a personal philosophy congruent with professional involvement; exploration of inner conflicts, coping processes, insight and self acceptance; the evolution of a value system which confronts the student's responsibilities to society as a professional.

APPENDIX B

Learning Module Schematic

MODULE # I SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive community development	1.2 Project- Competency-based training program
2.0 Objective - Identify and analyze institutions 2.1 Conceptual - Know theoretical frameworks of institutional disciplines	2.2 Skill - Interrelate institutions to work. Deal with institutions
2.3 Experience - Participate in wide variety of institutional activities	2.4 Reflective - New insight to deal with institutions.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of individuals Characteristics of groups Characteristics of organizations, Characteristics of institutions	3.2 Skill - Ability to Identify roles, Evaluate and and assess others
	3.3 Personal Growth and Adjustment Deal with changes in self and environment; develop attitudes and values based on changes
4.0 Learning Activities 4.1 Workshops CCCDC - History, Composition Goals.	4.2 Field Experience - Individual assignment
4.3 Reading (suggested authors) Illich Freire Weber Gustavson Bauks	4.4 College Classes - Principles of Economics; Agricultural Economics, Political Institutions; General Psychology; General Sociology; Soc. Minority Relationships.
5.0 Criteria 5.1 Temporal - varied according to background. Up to three years.	5.2 Qualitative - as defined by the objective.
5.3 Quantitative - Rating Apprenticeship - 40 Internship - 60 Professional - 80	
6.0 Evaluation 6.1 Criterion Task - Effect a change in an institution relative to field assignement.	

MODULE #II SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Identify and define power forces. 2.1 Conceptual - Identify and define: 1. Local power forces; 2. External power forces.	2.2 Skill - Demonstrate ability to: articulate, deal with, analyze power forces.
2.3 Experiential - develop new awareness of strength of power structures and their importance in community development.	2.4 Reflective - achieve broad perspective of self in relation to power forces.
3.0 Competencies 3.1 Conceptual - Knowledge of Organizations, communities, institutions, organizational structures, organizational constants, power systems, leadership styles, community resources, limitations and responsibilities.	3.2 Skill - Ability to: Use consultants, identify roles, evaluate and assess others, assume variety of roles. 3.3 Personal growth and adjustment - open and accepting attitude, differentiate healthy and unhealthy manipulative activities.
4.0 Learning Activities 4.1 Workshops - Understanding the community, individual and group characteristics, understanding institutions, organizational structures, evaluation and change.	4.2 Field Experience - Individual assignment 4.3 Reading (suggested authors) Bennis Green Argyris Rose Local Hunter Publications
5.0 Criteria 5.1 Temporal - during apprenticeship program 5.3 Qualitative - Rating Apprenticeship - 40 Internship - 60 Professional - 80	5.2 Qualitative - as defined by objective
6.0 Evaluation 6.1 Criterion Task - Effect a change in power structure relative to field assignment.	

MODULE # III SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Recognize and utilize resources 2.1 Conceptual - Identify resources, analyze resources according to need, availability, costs.	2.2 Skill - demonstrate ability to articulate resources, perform needs assessments, tap resources, develop and utilize resources.
2.3 Experiential - Sufficient experience to identify, assess, solicit and obtain resources to assure their availability.	2.4 Reflective - Reflect on roles and processes of resource utilization
3.0 Competencies 3.1 Conceptual - Knowledge of: Community resources; data gathering; levels of analysis; interpretation of data; antecedent - consequent events	3.2 Skill - Ability to: Use consultants; identify roles; evaluate and assess others; data gathering; write proposals
3.3 Personal Growth and Adjustment - Develop attitudes and values based on changes; develop appreciation for new insights; make adequate adjustments in light of new insights.	
4.0 Learning Activities 4.1 Workshops - Community problems; Data gathering techniques; Community resources; Uses of consultants	4.2 Field Experience - individual assignment
4.3 Reading - (suggested authors) Riker Altshuler	4.4 College Classes (suggested)
5.0 Criteria 5.1 Temporal - during apprenticeship period	5.2 Qualitative - as defined by objective
5.3 Quantitative - Rating Apprenticeship - 40 Internship - 60 Professional - 80	
6.0 Evaluation 6.1 Criterion Task - To locate and utilize resources pertinant to the project or component to which trainee has been assigned.	

MODULE #IV SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Identify weaknesses in existing programs and conceptualize new programs. 2.1 Conceptual - identify weaknesses in field assignment component, develop critical ability, explore new approaches.	2.2 Skill - assess, articulate and recommend changes and carry out changes
2.3 Experiential - broad program experience, write personal objectives for change, receive feedback on development.	2.4 Reflective - integrate above abilities leading to new insights and growth patterns.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of organizations; characteristics of communities; organizational structures; organizational constants; power systems and structures; leadership styles; limitations and responsibilities of individuals and groups; data gathering; levels of analysis; antecedent - consequent events; evaluation techniques; agendas; problem solving methods; management systems; business administration; facilitation techniques.	3.2 Skill - Ability to: Identify roles; evaluate and assess others; use consultants, articulate information clearly; communicate ideas and criticisms; communicate with supervisors and staff; reach decisions; manage resources; note taking; data gathering; write objectives; write proposals; write reports; maintain records. 3.3 Personal Growth and Adjustment - Ability to: Develop an appreciation for new insights; make adequate adjustments in light of new insights; understand and accept others' views; differentiate healthy and unhealthy manipulative activities.
4.0 Learning Activities 4.1 Workshops - Organizational structures; leadership styles; community problems; evaluation and change; data gathering techniques; community resources; developmental vehicles; program structures; managment by objectives; problem solving and decision making; uses of consultants.	4.2 Field Experience - Individual assighment. 4.3 Reading - (suggested authors) Adult Leadership, Vol. I Evaluating Programs and Performance Kepner Likert Mager

5.0 Criteria 5.1 Temporal - two years	5.2 Qualitative - as described by objective
5.3 Quantitative - Ratings Apprenticeship - 40 Internship - 60 Professional - 80	
6.0 Evaluation 6.1 Criterion Task - Instigate at least one change in an ongoing program related to field placement or develop new project.	

MODULE # V SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Review and evaluate long term objectives. 2.1 Conceptual - Conceptualize objectives, a holistic view of local needs and relationships between them.	2.2 Skill - Write personal learning objectives and articulate congruency between personal and corporate objectives.
2.3 Experiential - evaluate objectives in field assignment and engage in component evaluations.	2.4 Reflective - Develop awareness attitudes, values, habits of achieving objectives congruent with personal and group development.
3.0 Competencies 3.1 Conceptual - Knowledge of: Data gathering; levels of analysis; interpretation of data; evaluation techniques; decision making processes; agendas; problem solving methods; facilitation techniques.	3.2 Skill - Ability to: Evaluate and assess others; articulate information clearly; relate and communicate effectively; be accountable; facilitate; develop and use an agenda; establish decision making procedures; communicate ideas and criticisms; write objectives; write proposals; write field notes; maintain records.
3.3 Personal Growth and Adjustment - Ability to: Deal with changes; develop attitudes and values based on changes; make adequate adjustments in light of new insights; maintain an open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take personal risks; engage in self-evaluation; increase growth and individuation; integrate roles.	
4.0 Learning Activities 4.1 Workshops - Understanding institutions; organizational structures; leadership styles; community problems; evaluation and and change; data gathering techniques; community resources; developmental vehicles; program structures; management by objectives; problem solving and decision making; uses of consultants.	4.2 Field Experience - Individual assignment. 4.3 Reading - (Suggested authors) Peter Churchman Emery

5.0 Criteria 5.1 Temporal - During apprenticeship program	5.2 Qualitative - as defined by objective
5.3 Quantitative - Ratings Apprenticeship - 40 Internship - 60 Professional - 80	
6.0 Evaluation 6.1 Criterion Task - write evaluate and articulate personal learning objectives.	

MODULE # VI SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Understand problem solving and decision making process and provide management for implementation of programs. 2.1 Conceptual - Know and understand: Varieties of leadership styles; varieties of decision making; effects of these on development of individuals and groups.	2.2 Skill - Demonstrate management skills allowing for leadership development 2.3 Experiential - Engage in variety of leadership experiences and observe various leadership styles. 2.4 Reflective - Reflect on personal roles in leadership and how each promotes development in self and others.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of individuals; characteristics of groups; leadership styles; limitations and responsibilities; decision making; agendas, problem solving; motivation; role reversal; communication; facilitation; conflict resolution, theories of interviewing and counseling; body language; roles.	3.2 Skill - Ability to: Evaluate and assess others; deal with emotional distortion; articulate; relate and communicate; express feelings; assume roles; be accountable; listen; understand body language; give and receive feedback; facilitate; use agendas; establish decision making procedures; maintain relationships; express and resolve conflict; reach decisions; manipulate
3.3 Personal Growth and Adjustment - Deal with changes in self and environment; develop attitudes and values based on changes; develop appreciation for new insights; make adequate adjustments in light of new insights; maintain open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take risks to develop openess and trust; engage in self-evaluation; increase growth and individuation; integrate roles.	
4.0 Learning Activities 4.1 Workshops - Individual and group characteristics; organizational structures; leadership styles; evaluation and change; management by objectives; communication styles; listening techniques and feedback; contracting; interviewing and counseling; self-awareness; concepts of self-actualization.	4.2 Field Experience - Individual Assignment 4.3 Individual Research and Reading (suggested authors) Davies Taunenbaum Adorno Gauldner

5.0 Criteria 5.1 Temporal - Up to three years	5.2 Qualitative - as defined by objective
5.3 Quantitative - Ratings of 60 or above	
6.0 Evaluation 6.1 Criterion Task - Assume temporary or permanent direction of a project.	

MODULE #VII SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Share and communicate information, concerns and feelings 2.1 Conceptual - Know and understand theoretical and practical implications of good communication.	2.2 Skill - Demonstrate skill and ability in utilizing good communication techniques.
2.3 Experiential - Observe, experiment with and model effective communication.	2.4 Reflective - Internalize and integrate concepts and habits of effective communication styles.
3.0 Competencies 3.1 Conceptual - Knowledge of: Conflict resolution and prevention; theories of advising, interviewing, counseling; body language; growth and becoming processes; roles in social interaction; manipulation techniques; characteristics of individuals; characteristics of groups; decision making processes; theories of motivation; role reversal; communication techniques; facilitation techniques.	3.2 Skill - Ability to: Identify roles; evaluate and assess others; identify and deal with emotional distortion; articulate information clearly; relate and communicate effectively; express feelings without blaming others; assume a variety of roles; be accountable; listen; understand body language; give and receive feedback; facilitate in group work; develop and use an agenda; establish decision making procedures; facilitate in problem solving; maintain relationships; communicate ideas and criticisms; interview and be interviewed; express and resolve conflict; use appropriate body language.
3.3 Personal Growth and Adjustment - Ability to: Deal with changes; develop attitudes and values based on changes; develop an appreciation for new insights; make adequate adjustments in light of new insights;	3.3 Cont'd. Maintain an open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take personal risks; engage in self-evaluation; increase growth and individuation.
4.0 Learning Activities 4.1 Workshops - Individual and group characteristics; communication styles; listening techniques and feedback; self awareness; concepts of self-actualization; motivation and need reduction.	4.2 Field Experiences - Individual assignment.
	4.3 Reading - (suggested authors) Gordon Berne Harris
	4.4 College Classes (suggested) Interpersonal Relations

5.0 Criteria 5.1 Temporal - Three months to a lifetime	5.2 Qualitative - As defined by objective.
5.3 Qualitative - Ratings Apprenticeship - 40 Internship - 60 Professional - 80	
6.0 Evaluation 6.1 Criterion Task - day to day functioning by trainees.	

MODULE #IX SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - To interact with others, give and receive feedback. 2.1 Conceptual - Know theoretical and conceptual framework of feedback	2.2 Skill - Ability to interact spontaneously, modify behavior and make adjustments based on feedback.
2.3 Experiential - Engage in activities requiring admustments and modifications, explore giving and receiving feedback.	2.4 Reflective - Gain greater self-awareness and potential for growth.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of individuals; role reversal; communication techniques; theories of advising, interviewing, counseling; body language; growth and becoming processes; roles in social interaction.	3.3 Personal Growth and Adjustment - Ability to: Deal with changes; develop new attitudes and values based on changes; develop an appreciation for new insights; make adequate adjustments in light of new insights; maintain an open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take personal risks; engage in self-evaluation; increase growth and individuation; integrate roles.
3.2 Skill - Ability to: Identify and deal with emotional distortion; articulate information clearly; relate and communicate effectively; express feelings without blaming others; assume a variety of roles; be accountable; listen; understand body language; give and receive feedback; use appropriate body language.	
4.0 Learning Activities 4.1 Workshops - Communication styles; contracting; self-awareness; problem solving and decision making; listening techniques and feedback; interviewing and counseling; concepts of self-actualization	4.2 Field Experience - Individual assignment
	4.3 Reading - (suggested authors) Jourard Shostrum

5.0 Criteria 5.1 Temporal - not applicable	5.3 Quantitative - Ratings Apprenticeship - 40 Internship - 60 Professional - 80
5.2 Qualitative - As defined by objective	
6.0 Evaluation 6.1 Criterion Task - day to day functioning in field placement	

MODULE # VIII SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Provide management and control pf projects. 2.1 Conceptual - familiarity with administrative policies and techniques	2.2 Skill - Ability to function in leadership and subservient role in administration categories.
2.3 Experiential - engage in administrative activities through temporary and permanent placements.	2.4 Reflective - gain an appreciation for sound management practices in community development
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of organizations; organizational structure; organizational constants;power systems and structures; leadership styles; community resources; interpretation of data; evaluation techniques; management systems; business administration.	3.3 Personal Growth and Adjustment Ability to: Maintain an open and accepting attitude; understand and accept others' views; Differentiate healthy and unhealthy manipulative activities; take personal risks.
3.2 Skill - Ability to: Perform needs assessment; develop goals and objectives; develop contingency plans; perform program evaluation; maintain contact with other planning agencies; maintain knowledge of grants and requirements; write proposals Project Coordination Contract administration; develop work plans. monitor project performance; prevent/ avoid duplication of tasks; articulate information about projects; provide assistance on support to ongoing projects.	Research and Evaluation Maintain existing data sources; develop data sources; develop data generating procedures; develop evaluation plans for performance assessment utilizing community feedback. Administrative Management Provide staff supervision; provide activities scheduling; provide follow-up; provide program coordination Community Relations Planning and organizing community meetings; provide information dissemination; preparing agendas; meeting facilitation; articulate needs.

3.2 Cont'd.-

Public Relations
Develop public relations procedures; implement use of media; direct mail.

Financial Management
Provide control of funds; Maintain proper records; control assets; prepare budgets; record receipts and expenditures; supervise all expenditures; audit books periodically; prepare budgets; record receipts and expenditures; supervise all expenditures; audit books periodically; prepare special cost analysis; prepare budget control reports.

Facilities
Plan and implement space utilization; plan and equipment and supplies; establish purchasing procedures.

3.2 Cont'd.-

Personnel Administration
Recruit staff; evaluate staff; ensure adequate training and development; maintain personnel records; provide personnel manual; create good working conditions; provide supervisory relationships; provide open communications; affect morale - job satisfaction determinants; assess employee relations; provide means to air grievances; foster favorable work attitudes.

Clerical Services Administration
Supervise stenographic functions; supervise preparing and mailing; supervise bookkeeping, supervise receptionist functions; supervise telephone message handling; supervise filing; supervise duplicating and printing.

4.0 Learning Activities

4.1 Workshops - Planning; project coordination; research and evaluation; administrative management; community relations; public relations; financial management; personnel administration; facilities; clerical services administration.

4.2 Field Experiences - Individual assignments.

4.3 Reading - (suggested authors)
Simonds Hadge

4.4 College Classes - (suggested)
Business Administration
Accounting.

5.0 Criteria

5.1 Temporal - Up to three years.

5.2 Qualitative - Commensurate with middle management position.

5.3 Quantitative - Ratings
Apprenticeship - 40
Internship - 60
Professional - 80

6.0 Evaluation

6.1 Criterion Task - To be defined in each category of administration and management.

MODULE #X SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Reach decisions and accept reality with minimum of distortions. 2.1 Conceptual - Know and understand conceptual and practical applications of data gathering, evaluation, research and decision-making procedures.	2.2 Skill - Demonstrate ability to gather and evaluate data and facilitate decision making.
2.3 Experiential - Engage in individual and group research and decision-making activities.	2.4 Reflective - Develop awareness of importance of research and utilize leadership in decision-making activities.
3.0 Competencies 3.1 Conceptual - Knowledge of: Community resources; limitations and responsibilities of individuals and groups; data gathering; levels of analysis; interpretation of data; antecedant-consequent events; evaluation techniques; decision making processes; problem solving methods.	3.2 Skill - Ability to: Identify roles; evaluate and assess others; identify and deal with emotional distortion; articulate information clearly; facilitate in group work; develop and use an agenda; establish decision making procedures; facilitate in problem solving; communicate with supervisors and staff; reach decisions; take notes; gather data; write proposals; write reports; maintain records.
3.3 Personal Growth and Adjustment - Ability to: Deal with changes; maintain an open and accepting attitude in dealing with people; differentiate healthy and unhealthy manipulative activities; take personal risks.	
4.0 Learning Activities 4.1 Workshops - Evaluation and change; data gathering techniques; community resources; management by objectives; listening techniques and feedback.	4.2 Field Experience - Individual assignment.
	4.3 Reading - (suggested authors) Glasser Toffler Psychocybernetics

5.0 Criteria 5.1 Temporal - during apprenticeship period	5.3 Quantitative - Ratings Apprenticeship - 40 Internship - 60 Professional - 80
5.2 Qualitative - as defined by objective.	
6.0 Evaluation 6.1 Criterion Task - Gather and evaluate data for writing a proposal.	

MODULE # XI SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program
2.0 Objective - Demonstrate flexibility in roles, ability to work without a structure. 2.1 Conceptual - Understand implications of need for flexibility, identify roles in community development.	2.2 Skill - Demonstrate ability to function in various roles and relate roles to objectives.
2.3 Experiential - Engage in variety of roles in order to relate roles to objectives.	2.4 Reflective - Demonstrate and reflect on roles in relationship to their comfortableness to self and appropriateness to work.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of groups; theories of motivation; role reversal; facilitation techniques; establishing priorities; roles in social interaction; manipulation techniques.	3.3 Personal Growth and Adjustment Ability to: Deal with changes; develop appreciation for new insights; make adequate adjustments in light of new insights; maintain an open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take personal risks; engage in self-evaluation; increase growth and individuation; integrate roles.
3.2 Skill - Ability to: Identify roles; identify and deal with emotional distortion; assume a variety of roles; maintain relationships; express and resolve conflict; reach decisions; use appropriate body language.	
4.0 Learning Activities 4.1 Workshops: Concepts of self-actualization; motivation and need reduction.	4.2 Field Experience - Individual assignment.
4.3 Reading - (suggested authors) Richards Perls	4.4 College Classes - (suggested)
5.0 Criteria 5.1 Temporal - during apprenticeship program. 5.2 Qualitative - as defined by objective.	5.3 Quantitative - Mean score of 40 progress to apprenticeship program.

6.0 Evaluation

6.1 Criterion Task - Completion of the orientation phase of the program.

MODULE # XII SCHEMATIC

1.0 Goals 1.1 CCCDC - Comprehensive Community Development	1.2 Project - Competency-based training program.
2.0 Objective - Find activities that will maximize intrinsic growth patterns and work effectively to create group goals that will actualize all.	2.1 Conceptual - Know and understand framework of growth and development.
2.2 Skill - Demonstrate growing propensity for personal and group actualization	2.3 Experiential - continual involvement in experiences designed to achieve this objective. 2.4 Reflective - internalize values, attitudes and concepts inherant to objective.
3.0 Competencies 3.1 Conceptual - Knowledge of: Characteristics of individuals; growth and becoming processes; roles in social interaction; manipulation techniques. 3.2 Skill - Ability to: Identify roles; evaluate and assess others; identify and deal with emotional distortion; express feelings without blaming others; be accountable; maintain relationships; communicate ideas and criticisms; express and resolve conflict.	3.3 Personal Growth and Adjustment - Ability to: Deal with changes; develop new attitudes and values based on changes; develop an appreciation for new insights; make adequate adjustments in light of new insights; maintain an open and accepting attitude; understand and accept others' views; differentiate healthy and unhealthy manipulative activities; take personal risks; engage in self-evaluation; increase growth and individuation; integrate roles.
4.0 Learning activities 4.1 Workshops - Self-awareness; concepts of self-actualization; motivation and need reduction	4.2 Field Experience - Individual assignment. 4.3 Reading - (suggested authors) Rogers Bugental Maslow Telford
5.0 Criteria 5.1 Temporal - no time sequence 5.3 Quantitative - Ratings Minimum score of 40	5.2 Qualitative - as defined by objective.
6.0 Evaluation 6.1 Criterion Task - The entire program is the criterion task.	

APPENDIX C

Selection Committee Evaluation Form Analysis

SELECTION COMMITTEE EVALUATION FORM ANALYSIS

A lengthy evaluation form was designed for use by the selection committee following interviews with prospective interns. The purpose of the form was to record the initial perceptions of committee members on the basis of an interview ranging from one to two hours. Obviously, the measures are entirely subjective and there is a good possibility that, at times, they may be erroneous. Nevertheless, the form has served as a record for comparison of ratings, and will serve as a basis for evaluation fo the selection process itself.

The form is in seven parts:

1. Knowledge/Concepts: dealing with several issues important to the program.
2. Orientation: has ten measures of personal orientation toward community involvement.
3. Verbal Communication: a variety of measures of verbal communication dealing with expressiveness, process and content.
4. Non-Verbal Communication: four measures dealing with aspects of non-verbal expression and messages.
5. Personality Characteristics: twelve measures of items consicered significant in community development practice.
6. Scales: again on characteristics of personality and expression.
7. Overall Estimates: twelve open-ended items.

The sample form attached here is marked with the average ratings (X) and the range of ratings is also indicated ([ ]). An analysis of the various ratings is at the end of this appendix.

Name _____

A. KNOWLEDGE/CONCEPTS	(1) None	(2) Some	(3) Average	(4) Above Average	(5) High	
1. Familiarity with rural life		[	x		]	3.55
2. Familiarity with rural resources		[	x	]		2.59
3. Familiarity with rural needs/problems		[	x		]	3.27
4. Familiarity with rural poverty		[	x		]	3.[illegible]
5. Familiarity with farm worker/migrant community	[		x		]	[illegible]
6. Familiarity with local community (three counties)	[		x	]		[illegible]
7. Familiarity with CCCDC (corporation)	[	x				[illegible]
8. Familiarity with CCCDC (strategy/approach)	[	x	]			[illegible]
9. Familiarity with CCCDC (projects)	[	x	]			[illegible]
10. Familiarity with government (institutions)		[	x	]		2.[illegible]
11. Familiarity with government (processes)	[	x	]			2.[illegible]
12. Knowledge of concepts of development	[	x				2.[illegible]
13. Knowledge of concepts of rural development	[	x		]		2.[illegible]
14. Knowledge of concepts of community development	[	x				2.[illegible]
15. Knowledge of concepts of planning/design	[	x	]			[illegible]
16. Knowledge of concepts of delivery system	[	]				[illegible]

B. ORIENTATION

	(1) Not Apparent	(2) Low	(3) Moderate	(4) High	Comments
Service				X	3.55
Programmatic			X		3.36
Theoretical			X		2.90
Developmental			X		2.83
Academic			X		2.76
Individualistic			X		2.62
Team			X		3.16
Obstructive	X				1.3
Non-Construc...		X			2.22
Missionary			X		3.22

C. VERBAL COMMUNICATION

	(1) Not a Characteristic	(2) An infrequent Characteristic	(3) No basis for Judgement	(4) A frequent Characteristic	(5) A consistent Characteristic	Comments
Expressiveness						
Imagery (metaphors, illustrations)		[	X	]		2.02
Fluency			[	X	]	3.12
Interrupted (jagged)	[	X	]			2.24
Emotion		[	X	]		2.69
Enthusiasm			[	X	]	3.52
Redundancy	[	X	]			1.44
Control			[	X	]	3.52
Process			[			
Memory				X	]	3.39
Relationships			[	X	]	3.54
Comparison/contrasts			[	X	]	3.42
Synthesizing		[	X	]		2.9-
Analysis		[	X	]		3.1
Hypothesizing			[	X	]	3.03
Theorizing		[	X	]		2.87
Evaluating		[	X	]		3.33
Logic			[	X	]	3.45
Intuition		[	X	]		2.42
Application		[	X	]		2.9-
Listening			[	X	]	3.1
Responding (to what was asked)			[	X	]	3.1-
Content			[	X	]	
Command of subject			[	X	]	3.1
General knowledge		[	X	]		2.5
Accuracy in assessment			[	X	]	

D. NON-VERBAL COMMUNICATION

Distracting Mannerisms (Comment):

Recurrent Signals and Messages (Comment):

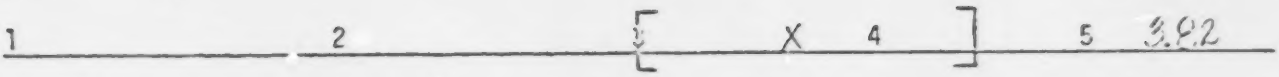
Congruence of Verbal and Non-Verbal (Comment):

Direction of Response (to one individual, to group, to space, etc.) Comment:

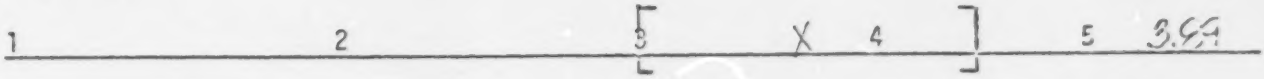
E. PERSONALITY CHARACTERISTICS	(1) Not at all Apparent	(2) Scarcely Apparent	(3) No Basis for Judgment	(4) Apparent	(5) Very Apparent	Comments
Authoritarianism	[	X	]			1.94
Defensiveness	[	X	]			1.83
Tolerance for ambiguity			X	]		3.33
Complexity of thinking		[	X	]		3.41
Sensitivity to needs of others			[	X	]	4.03
Humor				X	]	4.26
Eccentrism		X	]			2.41
Altruism				X	]	4.00
Warmth			[	X	]	4.21
Aggressiveness			X	]		2.52
Hostility	[	X				1.21
Impulsive				[	]	3.31

F. SCALES

Dogmatic — Relativistic

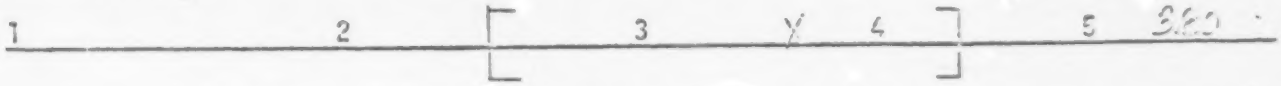


Rigidity — Flexibility

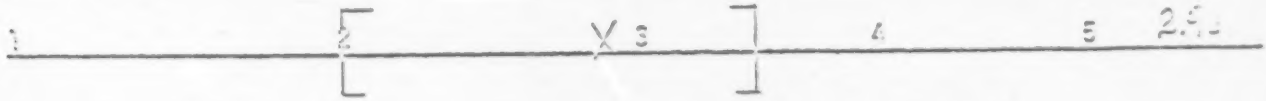


Concreteness — Abstraction

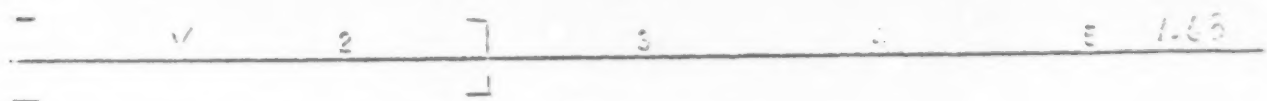
Indirectness — Directness



Introversion — Extroversion



Genuineness — Pretentiousness



Poise — Nervousness

G. OVERALL ESTIMATES

1. Sincerity (Comment about apparent sincerity regarding the program, professional goals, community development, rural development.)

2. Sensitivity (Comment about apparent sensitivity to community needs, individual needs.)

3. Flexibility (Comment about apparent flexibility)

4. Motivation (Comment on apparent motivation for participation in program.)

5. Ability to relate (Comment about apparent ability to relate to individuals.)

(Comment about apparent ability to relate to groups.)

(Comment about apparent ability to relate to all segments of the community.)

6. Commitment (Comment about apparent commitment to concepts.)

(Comment on apparent commitment to community.)

(Comment on apparent commitment to CCCDC approach.)

7. Willingness to experiment

8. Attitudes: toward change

status quo

CCCDC approach

educational program demands

9. Ability to handle stressful situation: in CCCDC

in community

in prcvt...

10. Ability to deal with specifics from a broad perspective - (Projected time frames)

11. Would you want to work with this person?

12. Do you like this person?

13. Other comments:

ANALYSIS OF RECORDED MEASURES:

A. Knowledge/Concepts

#1 - 5: on rural life, resources, needs/problems, poverty, farmworker community

The ratings are basically average, though the range in the ratings is quite broad in each case. The reason for the variance is due primarily to the backgrounds of community interns (rural) and those who have not lived in a rural setting.

#6 - 11: on government, local communities, including CCCDC

The ratings are just below average with the range spanning more narrowly from no knowledge to average awareness/knowledge.

#12 - 16: on concepts of development (growth, rural, community), planning, design and delivery systems

The ratings indicate that interns average at having some or no knowledge of the concepts indicated. It is worth noting that there is a greater span of understanding, i.e., more people know and do not know, the concepts of development. There is a narrower span and lower rating in the more technical conceptual areas of 15 and 16, planning, design, delivery systems.

B. Orientation

Service, programmatic, theoretical, academic, missionary:

The ratings are average and the range in these categories varies narrowly by one-to-two degrees. It may be significant that the orientation toward service and being missionary are both higher.

Developmental, individualistic, team:

The ratings range from 1.5 to 4 with the average being primarily mid-way on the scale from 1 to 5. The significance is that persons coming into the program either do or do not conceptually understand these characteristics, or do or do not demonstrate them as part of of their character.

Obstrusive/non-obstrusive:

Obstrusiveness was not apparent and the range of non-obstrusiveness spanned from being not apparent to moderately apparent.

C. Verbal Communication

Expressiveness:

Fluency, enthusiasm, control: selected interns indicated these as frequent characteristics in their abilities to communicate verbally.

Imagery, emotion: the span in these two areas fluctuated between "being a characteristic" and "not being a characteristic;" however, the average indicated that there was, as yet, "no basis for judgement".

Interrupted, redundancy: these characteristics were both in the low range, being either "not characteristic," "an infrequent characteristic," or having "no basis for judgement," if it is not a characteristic.

Process:

Most characteristics in this section fell in the mid-range, i.e., "no basis for judgement". Frequent characteristics pertained to understanding "relationships," demonstratic logic, "listening," and "responding to what was asked".

Content:

Prospective interns showed a wide range in ratings in the category of "general knowledge". Please note that in each of the three categories, "command of knowledge," "general knwoledge," "accuracy of statement," the average is rated as "a consistent characteristic".

D. Non-Verbal Communications

Distracting Mannerisms:

Selected interns had no or few apparent mannerisms which were distracting.

Recurrent Signals and Messages:

Most interns did not have obvious recurring signals or messages. Some signs that were observed in some interns during the interview process are included as follows:

1. tight facial features - apparently indicated nervousness
2. laughter - apparently indicated nervousness
3. facial expressions - reflecting enthusiasm

There may be other signs which may crop up later, but there was not time to make a thorough judgement.

Congruence of Verbal and Non-Verbal:

Assessment of these traits were genrally rated as congruent, good, balanced, very balanced, and no assessment.

Direction of Response

Most rating of interns reflected positive responses to individuals on the interview panel and to the group as a whole. Generally, there was maintained good eye contact, balanced responses. Some responses varied as rarely direct (1), though good eye contact, fairly direct, very direct, balanced responses to individuals and to group as situation demanded.

E. Personality Characteristics

Authoritarian, defensiveness, hostility, egocentrism:

Ratings in these categories were either "not at all apparent," "scarcely apparent," or "no basis for judgement". Hostility was rated and ranged totally in the "not at all apparent" category with the other three, authoritarianism, defensiveness and egocentrism having average ratings in the "scarcely apparent" category.

Tolerance for ambiguity, complexity of thinking, agressiveness:

The average of these traits falls into the "no basis for judgement" classification. Tolerance for ambiguity could not be judged at all, whereas the other two fell between the range of "scarcely apparent," and "apparent".

Sensitivity to needs of others, humor, altruism, warmth, nurturance:

Each of these traits averaged as "apparent" in the prospective intern. Nurturance and humor ranged narrowly in the "apparent" category. The range for "sensitivity" varied between "no basis for judgement," and "apparent." Altruism and warmth ranged between "no basis for judgement", "apparent" and "very apparent".

F. Scales

Prospective interns showed the following traits:

More relativistic than dogmatic

More flexible than rigid

More concrete than abstract

More introverted than extroverted

More genuine than pretentious

More poised than nervous

More direct than indirect

"Genuineness" was a very strong characteristic with a 1.5 high as the average. There was more of a middle range for the traits of "directness" and "indirectness".

C. Overall Estimates

1. Sincerity

Selected interns were found to be sincere as follows: their sincerity ranged from being fair, quite sincere, high and very high. Sincerity was directed toward the program when they understood it. Sincerity was directed toward professional goals as well, and the relationship the program would have to their achievement. In the case of some of the community interns, the strength of their sincerity rested with their community projects and the desire to see them effectively achieved.

2. Sensitivity

All selected interns evidenced sensitivity ranging from sensitivity being a potential, "very sensitive," "highly sensitive". The sensitivity is primarily directed to community needs and individual needs. Some sensitivity has been obvious because of experience and involvement in the community (as one who lives and works in the community, and as one who has worked in the community.) Some showed their sensitivity to community needs, but were vague as to how to resolve problems; others with experience had some answers, but not all of them.

3. Flexibility

Flexibility in the selected interns varied from "seems to be flexible," "seems moderately flexible," "flexibility fairly high," "very flexible," and "limited flexibility". Positive expressions of flexibility were reasoned as follows:

(1) Motivation to increase skills is an indication of flexibility

(2) Openness to new ideas

(3) Willingness to sacrifice economic benefits for the sake of participation in the program indicates flexibility

(4) Sincerity and motivation indicate the probability of flexibility.

4. Motivation

All selected interns seemed to be motivated. Their basis for being motivated varied. Motivation was indicated as follows:

(1) desire to increase skills in community development in order to work in the general community

(2) motivated to be better able to work in community development

(3) motivation centered around interest in rural community development

(4) motivated to expand knowledge through education and experience

(5) motivated to increase community involvement

(6) interest in serving the community in effective ways through program participation.

Some motivation was positive, though it took a slightly different orientation and included the following:

(7) motivated, but only to extent that it prepares him/her as a skilled community developer

(8) motivation is divided between interest in expanding knowledge of developing assistance for project

(9) motivation unclear - primarily wants to get away from urban setting and formal education

(10) somewhat idealistic and narrow in motivation, but interest could be expanded along with motivation and insight.

5. Ability to relate among selected interns varied from moderate to high. Basis for judgement was the individual's previous experience, organizational ability and apparent characteristics such as "articulate," "outgoing," "positive personality," etc.

6. In several selected interns cases, they were rated as having a high level of commitment toward the community development concepts involved in the program. In a couple of cases the ratings were"fair". Commitment to the community was rated fairly high, while in the case of commitment to CCCDC approach, the ratings varied from "not apparent," to "negative" and "high".. These ratings were based on previous experience and previous involvement of those being interviewed in service and development projects.

7. In general, selected interns were rated high in their willingness to experiment with concepts and structures.

8. Attitude:

All selected interns appeared to have positive, and/or strong attitudes toward maintaining the status quo, or there was not a basis to determine the attitude. Attitudes toward approaches that CCCDC takes in the community were either positive or were not judged due to the lack of knowledge of the selected intern of CCCDC projects and philosophy.

Attitudes toward demands of education program were more varied. Ratings or observations included the following:

1. positive if demands are directly related to community development
2. positive if it is experience-oriented and provides income support
3. excited about experience-oriented program
4. very motivated to continue education
5. experience in VISTA indicates willingness to involve self in demanding educational program
6. attitude to be determined by extent educational program coincides with community development efforts

9. Ability to handle stressful situation:

In CCCDC, in community, and in program most selected interns showed an apparent or potential capability to work in stressful situations and handle them well or faily well. Some comments that support or indicate these capacities are included in the following:

1. Experience is indicator of agressiveness and ability to work under pressure.
2. Maturity and stable personality should allow her to cope.
3. Maturity should be a stabilizing factor.
4. Experience with Cooperativa Campesina is evidence of maturity under stress.
5. Demonstrated a maturity and stableness that should allow the handling of stress.
6. Seems mature and stable.
7. Will be anti-establishment in view which may interfere with ability to apply community development in a balanced way.
8. Seems to have strong desire to acquire professional skills and this may help preparedness in handling stress within the program.
9. May react emotionally and not consider situation in context.
10. May have trouble controlling temper under stress.
11. Difficult to assess.

10. Ratings on the selected interns' ability to deal with specific or broad perspective varied from low to high. Most ratings were on the basis of the interview, although some included past experience and the analysis of the interviewees of their own career objectives.

11. There were no negative comments on the question of "would you want to work with this person?".

12. All comments were positive on "Do you like this person?".

13. Comment concentrated on the candidates' potential benefit from and contribution to the program. In all cases these comments were positive.

APPENDIX D

WORKSHOPS

Workshops.

I. Orientation and Introduction
   1. CCCDC - History, Composition, Goals
   2. Understanding the community
   3. Individual and Group characteristics
   4. Concepts of community development
   5. Concepts of the community developer
   6. Careers in community development
   7. The CCCDC CD training Program

II. Structures
   8. Understanding Institutions
   9. Organizational Structures
   10. Leadership Styles
   11. Community Problems.
   12. Evaluation and Change

III. Changing Structures
   13. Data Gathering Techniques
   14. Community Resources
   15. Developmental Vehicles
   16. Program Structures
   17. Management by Objectives
   18. Problem Solving and Decision Making
   19. Uses of Consultants

IV. Business Administration
   20. Planning
   21. Project Coordination
   22. Research and Evaluation
   23. Administrative Management
   24. Community Relations
   25. Public Relations
   26. Financial Management
   27. Personnel Administration
   28. Facilities
   29. Clerical Services Administration

V. Communication and Personal Growth
   30. Communication Styles
   31. Listening techniques and feedback

32. Contracting
33. Interviewing and Counseling
34. Self awareness
35. Concepts of self actualization
36. Motivation and need reduction

1. Central Coast Counties Development Corporation - History, composition, goals.

Workshop Objective - To make trainees aware of the Corporation and its approach to community development.

This series of workshops is of fundamental importance to the entire training program. It will enable the trainees to gain a thorough understanding of the unique contribution of Central Coast Counties Development Corporation, and to begin the reflective and integrative process which is expected of them.

First session : History, composition, structure.
Second session: Goals and objectives
Third session : Approach to community development
Fourth session: The future of the Corporation
Lecturers and Discussion Leaders: Staff of Central Coast Counties Development Corporation.

2. Understanding the Community

Workshop objective - To increase the trainees' awareness of the various interpretations of community which forms the basis of one's approach to community development.

First session : Rural Conditions -time and space
Second session: Rural Economics -Labor intensive vs. Capital intensive agriculture; The small farmer; Agribusiness
Third session : The Mexican-American culture
Lecturers and discussion leaders: Staff and local community leaders.

3. Individual and Group Characteristics

Workshop Objective - To instill in the trainees an appreciation for the basic motivating factors of individuals and groups, especially as is applicable to rural community development.

First session : Theories of motivation; The hierarchy of Prepotent Needs; psychogenic needs
Second session: Theories of personality; personality types; determiners of personality.
Third session : Personality and motivation in group behavior; social constructs.

Lecturers and discussion leaders: Staff and guest lecturers.

4. Concepts of Community Development

Workshop Objective - To familiarize the trainees with the various approaches to developing communities with the emphasis on the approach utilized by Central Coast Counties Development Corporation.

First session : Organization, education, developmental commitment

Second session: Structures; transitory stages; community evolution

Lecturers and discussion leaders: Staff and guest lecturers from the community.

5. Concepts of the Community Developer.

Workshop Objective - To allow the trainees to explore the question, "What is a community developer? What needs is he or she satisfying? What roles are expected of the community developer?" In addition there will be an opportunity for the trainees to examine their own needs and expectations and their reasons for joining the program.

First session : Question of commitment; Roles of the developer

Second session: The importance of personal growth; Personal needs vs. group goals; The rewards of community development.

Lecturers and discussion leaders: Staff, guest lecturers.

6. Careers in Community Development

Workshop Objective - Within the broad field of community development are numerous established and emerging careers. It is one of the objectives of the training program that trainees will identify and prepare themselves for a specific negotiable career within the field of community development. This process involves not only identifying a career and committing oneself to it's pursuit, but writing a set of learning objectives designed to implement this pursuit.

First session : A survey of the field of community development; A survey of career roles.

Second session: A needs assessment of various careers; Career oriented learning objectives.

Lecturers and discussion leaders: Representatives of various community development careers from within the corporation and other local agencies and organizations.

7. The Central Coast Counties Development Corporation Community Development Training Program.

Workshop Objective - This series of workshops is intended to acquaint the trainees with the curriculum and the expectations the program has of them, as well as to present the trainees to express their expectations of the program.

First session : The core objectives; Important terminology
Second session: How to write personal objectives; Field notes
Third session : Evaluation procedures; Field assignments
Lecturers and discussion leaders: The staff and CCCDC component directors.

8. Understanding Institutions

Workshop Objective - This workshop will deal with the varity and influence of the institutions effecting rural community development and the importance each has in the accomplishing goals and objectives.

First session : Formal institutions - Federal, national, state and local.
Second session: Informal institutions - Ethnic, rural, attitudinal
Lecturers and discussion leaders: Staff and visiting lecturers.

9. Organizational Structures

Workshop Objective - This workshop will deal with organizational styles ranging from the directive to the participatory. The workshop will be designed to allow the trainees to examine the benefits and objections to various structures through, discussion, role playing and SIMSOC simulations.

Single session: Structural analysis; organizational charts; organizational objectives.
Lecturers and discussion leaders: Staff

10. Leadership styles

Workshop Objective - The variety of leadership styles with the benefits and objections to each will be covered in thsi workshop. Trainees will have the opportunity of experimenting with different styles through role playing, simulation games and discussion.

Single session: Authoritarian leadership; democratic leadership; laissez Faire leadership.
Lecturers and discussion leaders: Staff.

11. Community Problems

Workshop Objective - This ongoing seminar will deal with problem and needs assessments in the rural community. Instructional methods will include lectures, field trips, individual research and investigation and interviews with community members.

First session : Economic factors
Second session: Ethnic factors
Third session : Mobility - class and caste systems
Fourth session: Housing, rural
Fifth session : Services, rural
Sixth session : Attitudes
Lecturers and discussion leaders: Staff and community leaders.

12. Evaluation and Change

Workshop Objective - Included in this workshop will be methods of evaluation (and using repeat evaluation) and using evaluation techniques in instigating change in communities, agencies and institutions.

Single session: Evaluation techniques; Needs assessments; Change agents.
Lecturers and discussion leaders: Staff and guest lecturers from local agencies and organizations.

13. Data Gathering Techniques

Workshop Objective - The variety of data and information gathering procedures will be explored in this workshop, together with appropriate procedures for analyzing and evaluating data.

First session : Formal and informal data gathering; recording data; data analysis.
Second session: Data evaluation; reporting methods
Lecturers and discussion leaders: Staff and guest speakers.

14. Community Resources

Workshop Objective - This workshop series will acquaint the trainees with the varieties and uses of resources available to the community developer. The trainees will take field trips to local agencies and organizations in order to familiarize them with the services offered.

First session : Agency resources
Second session: Organizations; individuals; politics and manipulation.

Additional sessions: Field trips

Lecturers and discussion leaders: Staff and local agency personnel.

15. Program Structures (Introduction to Developmental Vehicles)

Workshop Objective - An analysis of the Central Coast Counties Development Corporation component programs and the structures they utilize for accomplishing their objectives will form the content of this workshop. This will not only acquaint the trainees with the internal machinery of the corporation and indicate alternative strategies and structures, but will allow them an opportunity to determine their field placement. Trainees will have the opportunity to work in each component on a temporary basis to complete their familiarity with them.

Single session: Overview of CCCDC components.

Lecturers: Staff

16. Developmental Vehicles

Workshop Objective - These workshops will explore the concept of the developmental vehicle as a strategy of community development. Examples will include developmental vehicles currently used by CCCDC and their contribution.

First session : Cooperatives
Second session: Economic development
Third session : Ag training
Fourth session: Manpower
Fifth session : Nutrition Education
Sixth session : Housing

Lecturers and discussion leaders: CCCDC component directors.

17. Management by Objectives

Workshop Objective - This workshop will enable the trainees to understand the basic concepts contained in General Systems Theory and management by objectives, especially as these concepts are currently or could be utilized by community developers.

Single session: General Systems Theory; The role of the Change Agent; Structural evaluation.

Lecturers and discussion leaders: Staff.

18. Problem Solving and Decision Making

Workshop Objective - This workshop will cover several methods of individual and group problem solving and will detail the varieties of decision making procedures.

Single session: The authoritarian approach; The group approach - defining the problem, brainstorming, solution evaluation, solution implementation; The agenda approach.

Lecturers and discussion leaders: Staff.

19. Uses of Consultants

Workshop Objective - To enable trainees to explore the various uses and sources of experts available to the community developers in their community development activities. Emphasis will be placed on methods of gaining maximum input from outside experts in the time they have available.

Single session: When are consultants needed; Planning and pre-assessment activities; What the consultant needs to do the job; What to expect from the consultant.

Lecturer: A consultant will be brought in to present this workshop.

20. Planning

Workshop Objective - This workshop will present the trainees with the basic skills and concepts necessary to engage in planning and evaluation activities.

First session : Needs assessments; Developing goals and objectives; Contingency plans.

Second session: Program evaluation; Maintaining contact with other planning agencies; Maintaining knowledge of available grants and requirements.

Third session : Proposal writing.

Lecturers and discussion leaders: Staff and component directors.

21. Project Coordination

Workshop Objective - Included in this workshop will be a presentation of concepts and skills required in coordinating and supervising projects and programs.

First session : Contract administration; Developing work plans; Monitoring project performance.

Second session: Prevent and avoid duplication of tasks; Articulate information about projects; Provide assistance and support to ongoing projects.

Lecturers and discussion leaders: Staff and component directors.

22. Research and Evaluation

Workshop Objective - This workshop will stress the techniques and procedures of research and evaluation.

First session : Existing data sources; Developing data sources; Developing data generating procedures.

Second session: Developing evaluation plans for performance assessment utilizing community feedback.

Lecturers and discussion leaders: Staff and component directors.

23. Administrative Management

Workshop Objective - This workshop will provide an opportunity for the trainees to learn basic concepts and skills required in administration and management of projects and components.

Single session : Staff supervision; Activities scheduling; Follow-up; Program coordination.

Lecturers and discussion leaders: Staff and component directors.

24. Community Relations

Workshop Objective - This workshop will provide trainees with the skills and activities required to develop and maintain effective community relations.

Single session: Planning and organizing community meegings; Information dissemination; Preparing agendas; Facilitating group meetings; Needs articulation.

Lecturers and discussion leaders: Staff and component directors

25. Public Relations

Workshop Objective - This workshop will provide trainees with the skills and activities required to develop and maintain effective public relations.

Single session: Developing public relations procedures; Use of media; Direct mail.

Lecturers and discussion leaders: Staff and component directors.

26. Financial Management

Workshop Objective - This workshop will involve the trainees in the various aspects of financial and fiscal management required of the effective administrator.

First session : Providing control of funds; Maintaining proper records; Preparing budgets.

Second session: Supervising expenditures; Auditing books periodically.

Third session : Preparing special cost analyses; Preparing budget control reports.

Lecturers and discussion leaders: Fiscal officers and staff.

27. Personnel Administration

Workshop Objective - This workshop will present the basic concepts required for effecting efficient working relationships among the staff of a program or component.

First session : Staff recruitment; Staff evaluation; Staff training and development.

Second session: Maintaining personnel records; Providing a personnel manual; Providing good working conditions; Supervisory relationships.

Third session : Communications; Moral - job satisfaction determinants; Assessing employee relationships; Means to air grievances; Foster favorable work attitudes.

Lecturers and discussion leaders: Staff and component directors.

28. Facilities

Workshop Objective - This workshop will stress the need for functionable facilities within which to operate effective programs.

Single session: Planning and implementing space utilization; Equipment and supplies; Establishing purchasing procedures.

Lecturers and discussion leaders: Staff and component directors.

29. Clerical Services Administration

Workshop Objective - This workshop will cover the concepts and skills required for the supervision of clerical staff.

Single session: Stenographic functions; Preparing and mailing;

Bookkeeping; Receptionist functions; Telephone message handling; filing; duplicating and printing.

Lecturers and discussion leaders: Staff and Office Manager.

30. Communication Styles

Workshop Objective - This workshop is designed to familiarize the trainees with the varieties of communication styles and the benefits and problems attendant to each.

First session : Parent-child-adult configurations; Need articulation.

Second session: Information articulation; Roadblock to communication.

Lecturers and discussion leaders: Staff.

31. Listening Techniques and Feedback

Workshop Objective - The ability to listen and to give and receive appropriate feedback will be covered in this workshop.

First session : Directive listening; Active listening.

Second session: Reflective listening; Varieties of feedback.

Lecturers and discussion leaders: Staff

32. Contracting

Workshop Objective - The importance of the contract or meeting of minds in task-oriented relationships will be covered in this workshop.

Single session: The meaning of the contract; Who benefits from a contract; When to use the contract; Negotiating the contract; What to do in a default.

Lecturers and discussion leaders: Staff.

33. Interviewing and Counseling

Workshop Objective - This series of workshops will survey the procedures of interviewing and counseling and will offer the trainees the opportunity to perfect their skills in these areas through role playing and simulation, and by the use of audio and video tape recordings.

First session ; The environment; The difference between interviewing and counseling; The case history.

Second session: Advising vs. Counseling

Lecturers and discussion leaders: Staff.

34. Self Awareness

Workshop Objective - This series of workshops will in actuality be an ongoing 'T' group type of encounter designed to heighten the self-awareness of the trainees and their roles as community developers.

Group leaders: Staff

35. Concepts of Self-actualization.

Workshop Objective - This workshop will consist of a survey of the literature in the process of becoming and a review of the philosophical attitudes and values necessary for this process to occur.

First session : Prepotent need reduction; Setting priorities.

Second session: Developmental stress; The reflective process; Concurrent development.

Third session : The actualizing person.

Lecturers and discussion leaders: Staff.